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ABSTRACT

The purpose of this report is to present a public forum expressing the views of the people of New York and their thoughts on the role and needs of New York's Libraries. Exhibit One provides a brief overview of New York's libraries and the New York State Archives, and the roles which these systems play as part of the state's library systems. Transcripts of five public hearings throughout the state, in which both librarians and the general public were invited to give their views on the state's libraries, make up Exhibit Two. Exhibit Three presents a review of the activities of the Governor's Commission on Libraries in 1990 and the recommendations of the Governor's Conference on Library and Information Services and the White House Conference on Library and Information Services. Exhibit Four contains the text of library laws Chapter 917, 1990, Chapter 625, 1991 and Chapter 775, 1992. Additional documentation on New York's libraries is appended in Exhibit Five, including interviews and letters; a report on the Public Library Construction Aid Program; reports on adult literacy, public library outreach services, the creation of Special Library Districts, the Electronic Doorway Library, and the New York State Document Depository Program; the Action Plan of the Board of Regents for Library Systems toward the 21st Century; and a list of delegates to the various library conferences mentioned in the report. (ALF)

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PUBLIC FORUM ON LIBRARIES:

THE PEOPLE OF NEW YORK

SPEAK ON OUR LIBRARIES

PUBLIC REPORT OF THE ASSEMBLY STANDING COMMITTEE ON HIGHER EDUCATION SUB-COMMITTEE ON LIBRARIES

Albany, New York
November 1992

HONORABLE CYNTHIA JENKINS, MEMBER OF ASSEMBLY
CHAIRPERSON, SUB-COMMITTEE ON LIBRARIES

HONORABLE PATRICIA K. McGEE, MEMBER OF ASSEMBLY
MEMBER, SUB-COMMITTEE ON LIBRARIES

HONORABLE THOMAS P. DiNAPOLI, MEMBER OF ASSEMBLY
MEMBER, SUB-COMMITTEE ON LIBRARIES

HONORABLE SAMUEL COLMAN, MEMBER OF ASSEMBLY
MEMBER, SUB-COMMITTEE ON LIBRARIES

HONORABLE CHARLES J. O' SHEA, MEMBER OF ASSEMBLY
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HONORABLE EDWARD C. SULLIVAN, MEMBER OF ASSEMBLY
CHAIRMAN, STANDING COMMITTEE ON HIGHER EDUCATION

HONORABLE SAUL WEPRIN
SPEAKER, NEW YORK STATE ASSEMBLY

Prepared by Neil A. Tevebaugh-Kenwryck

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CHAIRWOMAN
Legislative Commission on
Skills Development &
Vocational Education

October 1, 1992

Dear Friends of Libraries:

As Chair of the Assembly Sub-committee on Libraries, and a career librarian, I have been a personal witness to the important role which libraries play in the lives of all New Yorkers. This is a role which becomes more important with each passing day as we are confronted with increasing evidence that our educational system is failing many of our youth here in New York State.

In a report, issued by the Federal Government in September, 1991, it was stated that "today's children seem to know about as much math and about as much science and read about as well as their parents did at that age about 20 years ago." Clearly, what was good enough 20 years ago is not good enough today. At the rate our nation is going with our educational system, our children will have extreme difficulties competing in an ever competitive world by the year 2000. We have a lot of work ahead of us if we are to correct the problems of our schools. Central to improving that educational process is the strengthening of our library system here in New York.

Beginning at the end of 1987 and continuing today, the Assembly Sub-committee on Libraries began an extensive review of the State's libraries. This review first involved five public hearings in 1987 and 1988. Second, the Governor's Conference on Library and Information Services was convened in 1990. The third part of this review involved the White House Conference on Library and Information Services which was held this past summer. I felt this review was necessary so that we can reinforce the existing importance of our libraries both as a central role in the life of our communities for all New Yorkers, and as central part of our educational process for our youth.

I present the results of this review to you today in this report, "PUBLIC FORUM ON LIBRARIES: THE PEOPLE OF NEW YORK SPEAK ON OUR LIBRARIES". The points of view expressed in the Report are those of the many participants in the public hearings and in the two conferences, and not necessarily those of the Assembly Sub-committee on Libraries. Everyone who participated in the hearings are mentioned in the Report. It essentially represents the views of all New Yorkers. It is essentially an information resource which takes a close look at our libraries, at the role libraries play in society, and at the future possible roles of our libraries as we approach the dawn of a new century.

With the release of "PUBLIC FORUM ON LIBRARIES: THE PEOPLE OF NEW YORK SPEAK ON OUR LIBRARIES", I and my colleagues on the Sub-committee on Libraries look forward to your response on the views made by your fellow New Yorkers in a continuing dialogue about our libraries.

Thank you.

Cynthia Jenkins

CYNTHIA JENKINS
Member of Assembly
Chairperson, Assembly Sub-committee on Libraries

CJ/nt-k

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

PATRICIA K. McGEE
149th District

VICE CHAIR
Republican Joint Conference Committee

RANKING MINORITY MEMBER
Transportation

COMMITTEES
Environmental Conservation
Social Services
Higher Education

Legislative Commission on
Toxic Substances and
Hazardous Wastes

September 25, 1992

Honorable Cynthia Jenkins
Room 650
Legislative Office Building
Albany, New York 12248

Dear Cynthia:

As a member of the Assembly Higher Education Committee and as a member of the Assembly Subcommittee on Libraries, I reiterate my support for the report on libraries.

Certainly I share concern, along with all my colleagues on both sides of the aisle regarding the importance of our libraries to our quality of life.

In today's high-technology information age, public and local school libraries are some of the finest resources available to enhance the quality of life of individuals in communities throughout New York State.

Again, please accept this correspondence as a letter of support for the report on libraries.

Sincerely,

Patricia K. McGee

PATRICIA K. MCGEE
Member of Assembly

PKM/la

Room 940, Legislative Office Building, Albany, New York 12248, (518) 455-5241
Westgate Plaza, 70[illegible] West State Street, Olean, New York 14760, (716) 373-7103

THE ASSEMBLY
STATE OF NEW YORK
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THOMAS P. DiNAPOLI
Member of Assembly
16th District
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CHAIR
Sub-Committee on Marine Resources
and Long Island Sound

CO-CHAIR
Commission on Water Resource
Needs of LI

COMMITTEES
Children and Families
Education
Environmental Conservation
Higher Education
Tourism, Arts & Sports Development

November 1992

Dear Friend:

I am pleased to serve on the Assembly Subcommittee on Libraries under the leadership of Assemblywoman Cynthia Jenkins. Libraries play a crucial role in today's society. We must work in the Legislature to insure that librairies continue to be exciting, vibrant places of learning.

Our subcommittee held hearings around the state concerning problems facing our libraries. Being a great supporter of libraries, people have related problems with the state's library system to me on a less formal basis, also.

First, we must look at the way regulations are promulgated by the State Department of Education. As a library administrator from Long Island told this subcommittee's hearing, there is great concern on Long Island regarding this issue. It is important to solve these problems especially since no money is needed to do so. There has to be more flexibility in the way the statewide library system is administered to allow for more local input. In these times of fiscal difficulties, libraries must be allowed to come up with innovative ways of serving the public.

Second, library funding is a matter of concern. While money is scarce, we must find a way to protect our libraries. The benefit New York State receives from every dollar of funding is multiplied many times over. Our libraries are facing great problems. One woman told the subcommittee that her local public library had to shorten its hours in order to afford the repair of its roof. There are elementary schools without librarians. Some reference materials are badly outdated because there is no money to buy new materials. The list of problems is long.

Many people assume that all of Long Island is very wealthy and therefore its libraries are not faced with any problems. However, Long Island's libraries are faced with the same problems as those facing libraries throughout the state. While many of the problems are statewide ones, each region's circumstances vary. We must take into account the differences and similarities of all the libraries in the state as we try to help these valuable resources flourish. While money is scarce, we must not neglect our libraries. Our libraries provide New York State with invaluable services. I will work to insure that libraries continue to be a vital part of our communities in New York State.

Sincerely,

Thomas P. DiNapoli

Thomas P. DiNapoli
Member of Assembly

Room 502, Legislative Office Building, Albany, New York 12248, (518) 455-519
[illegible]

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

SAM COLMAN
93rd District

VICE-CHAIRMAN
Legislative Commission on Toxic
Substances and Hazardous Waste

CHAIRMAN
Task Force on
University-Industry Cooperation

Subcommittee on Community Colleges

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Governmental Employees
Mental Health
Transportation

Subcommittee on Libraries

Task Force on Disabled

November 1992

Dear Friends of Libraries:

As a member of the New York State Assembly Sub-committee on Libraries, I am aware of the many valuable services that libraries provide for all members of our communities. I am also aware of the many problems facing the library community during this time of economic hardship.

We must not forget that our libraries provide many different services, services that are available to each and every member of our community. Libraries provide safe and worthwhile enjoyment for people of all ages and cultural backgrounds; the most recent information for schools, businesses, government agencies and students; invaluable research sources and so much more. Libraries are a reflection of a society's commitment to culture and education. During our time of fiscal constraint, we cannot allow our libraries to suffer. Now is when we need them most, to help educate our children, help our citizens prepare for new careers and to meet the expanding challenges of the modern world. At this time, we must allow our libraries greater flexibility in finding and allocating funds. Greater flexibility in program planning and material purchasing. We must support our library community with as much funding as possible.

Times are tough in New York State. Now is not the time to punish, but to allow our libraries to help us. I am once again pledging to do all that I can to preserve this valuable community resource.

Sincerely,

Sam Colman

Sam Colman
Member of Assembly

SC:lk

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September 26, 1992

Dear Friends of Libraries:

As a member of the Assembly Sub-committee on Libraries, I want to restate my strong commitment to libraries and the many services which they provide to all the people of the State of New York.

Since becoming a member of the Sub-committee, I have learned first hand of the many problems facing the library community. These problems include: the lack of adequate public funding support for libraries; the need to provide adequate access for the handicapped and the physically disabled to our libraries; the problem of books decaying because of the acidity in the paper they are printed on and the subsequent need for restoration services for libraries; and the need to support and expand such programs as literacy training, and employment information for the public. The importance of literacy training becomes clearer with the continuing reports of declining SAT scores and of the perhaps thousands of graduates from our high schools who are essentially functional illiterates. All of these problems are compounded, of course, by the continuing economic recession.

While greater public funding by the State and local government to libraries are limited by that economic recession, I recommend that all libraries in New York explore every possible source of funding -- either public or private. This exploration should include the possibility of "resource pooling" among the various library systems in the State. By pooling commonly used services to all the library systems, funding now available would be used more efficiently without interfering in the separate missions for which these various systems excel.

I also recommend that the State of New York recognize the central importance that libraries serve in the education of our children. For too long, too many of our schools have effectively failed to complete their goal of educating our children. This failure is evidenced by rising dropout rates, the tragedy of illiteracy, and further declining SAT scores. Libraries must be recognized, without any further delay, as a central element in reforming New York's educational priorities. In placing early importance on the joy of reading, New York's children will continue to use those very libraries as a source of continued knowledge and learning throughout their lives.

Throughout this century, libraries have served as the cornerstones of our communities. As a member of the Assembly Sub-committee on Libraries, I pledge my commitment to do everything possible to help our libraries continue on their mission of excellence.

Sincerely,

Charles O'Shea

Charles J. O'Shea
Member of Assembly - 19th District

ACKNOWLEDGEMENTS

The Sub-committee on Libraries wishes to acknowledge the special contributions of the following individuals who contributed to this Report:

Florence Abrookin, Legislative Assistant
Office of Assemblywoman Cynthia Jenkins,
for editorial assistance

Kelly Bates, Legislative Aide
Office of Assemblywoman Cynthia Jenkins
for editorial assistance

Marjory C. O'Brien, Legislative Analyst
Assembly Minority Research and Program Development

Marian Crounse, formerly Executive Director
Governor's Conference on Library and Information Services,
presently Legislative Assistant to Senator Hugh T. Farley

Joseph F. Shubert, State Librarian and
Assistant Commissioner for Libraries
State of New York

Roberta G. Cade, Director
NYS Library, Division of Library Development

Carole F. Huxley, Deputy Commissioner
NYS Education Department

Mary Redmond, Principal Librarian for
Legislative and Governmental Services
New York State Library

Joseph A. Glazer, Esq.

For their contributions to the passage of Chapter 917 of the Laws of 1990 and Chapter 625 of the Laws of 1991, the Assembly Sub-committee on Libraries extends a very special acknowledgement to:

Mrs. Claudia Alexander, Legislative Associate
Office of Assemblyman Edward C. Sullivan

Ms. Linda Miller
Legislative Analyst For Higher Education
Assemblyman Edward C. Sullivan, Chairman

Mr. David B. Smingler
Executive Assistant to Senator Hugh T. Farley

For their editorial assistance in reviewing the final draft of this report, the Sub-committee extends a special note of appreciation to Mrs. Claudia Alexander and Ms. Linda Miller of the Office of Assemblyman Edward C. Sullivan, Chairman of the Committee on Higher Education.

A PUBLIC FORUM ON NEW YORK'S LIBRARIES

SUMMARY

The purpose of this report is to present a public forum expressing the views of the people of New York and their thoughts on the role and needs of New York's Libraries. The opinions expressed herein are therefore those of the individual speakers mentioned, and not necessarily those of the Assembly Sub-committee on Libraries.

Exhibit One provides a brief overview of New York's libraries and the New York State Archives, and the roles which these systems play as part of the State's Library Systems. Generally, the public views libraries as a single entity, i.e. the Library. In reality, however, the picture is much more complex. In addition to the New York State Library and the New York State Archives, there are public library systems, reference and research library resources systems, school library media centers, school library systems, institution libraries, college and university libraries.

Beginning in December 1987, the Assembly Sub-committee on Libraries began an extensive review of the library systems of New York State. This review involved five public hearings in which both librarians and the general public as well as community leaders were invited to give their views on our State's Libraries. The hearings were held in: [1] Buffalo, New York on December 9, 1987; [2] New York, New York on January 14, 1988; [3] Albany, New York on February 9, 1988; [4] Port Washington, New York on March 3, 1988; and [5] Spring Valley, New York on March 10, 1988. From these hearings came more than 1200 pages of transcripts. These transcripts have now been abridged and make up Exhibit Two of this report. [Note: The pages listed in the abridgement refer to the full transcripts of the individual hearings. A copy of these transcripts is held by the Assembly Sub-committee on Libraries. Further, the symbol "..." represents deleted material.]

Exhibit Three presents a review of the activities of the Governor's Commission on Libraries in 1990. Also stated are the recommendations of the Governor's Conference on Library and Information Services [December 1990] and the recommendations of the White House Conference on Library and Information Services [Summer, 1991].

Exhibit Four presents the text of library laws Chapter 917 of the Laws of 1990 and of Chapter 625 of the Laws of 1991, and Chapter 775 of the Laws of 1992.

Exhibit Five presents additional documentation on New York's Libraries. These documents include: an interview and letter to Assemblywoman Cynthia Jenkins, Chair of the Sub-committee on Libraries; testimony from Richard C. Wade, Chairman of the Governor's Commission on Libraries, on adult literacy; a letter from Janet M. Welch, Executive Director of the Rochester Regional Library Council, on hospital libraries; a report from Dr. Thomas Sobol on the Public Library Construction Aid Program; a progress report of the State Library Visiting Committee; a speech by Joseph F. Shubert on public library outreach services; the report of the Governor's Commission on Libraries on "Libraries In The Service of A Free Society"; a listing of the delegates to the 1991 White House Conference on Library and Information Services; a listing of the delegates to the 1990 Governor's Conference on Library and Information Services; the Action Plan of the Board of Regents for Library Systems Toward the 21st Century; a report on the creation of Special Library Districts by Joseph Glazer; a report on the Electronic Doorway Library; a report by Mary Redmond on the New York State Document Depository Program; and a report by Assemblyman Richard Brodsky on State

Agencies Report Filing With The New York State Library.

ABBREVIATIONS

Division of Library Development .... DLD
New York State Interlibrary Loan Network .... NYSILL
Express Interlibrary Loan ... Express ILL
Division of Library Development .... DLD
Online Computer Library Center .... OCLC
Research Libraries Network .... RLN
Research Libraries Information Network .... RLIN
Library for the Blind and Visually Handicapped ... LBVH
Cooperative Online Serials Project ... CONSER
Modern Language Association ... MLA
New York University ... NYU
New York State Archives and Records Administration .... SARA
Archivists of Religious Institutions .... ARI
Mid Atlantic Regional Archives Conference .... MARAC
Board of Cooperative Educational Services .... BOCES
Machine Readable Catalog .... MARC
State Education Department .... SED
Association of Research Libraries ... ARL
City University of New York .... CUNY
State University of New York .... SUNY
Metropolitan Interlibrary Cooperative System .... MILCS
Interlibrary Loan Group Access Program .... GAC
State University of New Yrok Network Advisory Committee .... SONAC
Library Information Online Systems .... LIONS
Regional Medical Library .... RML
Automated Interlibrary Loan Request and Referral System (of National Library of Medicine) .... DOCLINE

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State Agencies Report Filing With
The New York State Library
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EXHIBIT ONE
LIBRARY SERVICE TO THE PEOPLE OF NEW YORK
A FACT SHEET

****

Sources: The following is based on information provided to the Assembly Sub-committee by the following:

[1] Joseph F. Shubert, State Librarian and Assistant Commissioner for Libraries, New York State Library, Cultural Education Center 10C34, Albany, New York 12230 (518) 474-2718;

[2] Roberta G. Cade, Director, NYS Library, Division of Library Development, 33 Berkshire Blvd.., Albany, New York 12203 (518) 474-7196;

[3] Carole F. Huxley, Deputy Commissioner, NYS Education Dept., Cultural Education Center, Albany, New York 12230 (518) 474-5976;

[4] Carolann Desch, Assistant to the Director, Division of Library Development, 10B 41 Cultural Education Center, Empire State Plaza, Albany, New York 12230 (518) 474-7890;

[5] Mary Redmond, Principal Librarian for Legislative and Governmental Services, New York Stae Library, Cultural Education Bldg., Albany, New York 12203 (518) 474-3940;

[6] Marian Crounse, formerly Executive Director of the Governor's Conference on Library and Information Services, and presently Legislative Assistant to Senator Hugh T. Farley, New York State, Legislative Office Building 412, Albany, New York 12247 (518) 455-2181.

[7] Claudia Alexander, Legislative Associate, Office of Assemblyman Edward C. Sullivan, Chairman of Higher Education Committee, Legislative Office Building Room 717, Albany, New York 12248 (518) 455-5603;

[8] Linda Miller, Program Analyst for the Higher Education Committee, Office of Assemblyman Edward C. Sullivan, Chairman of Higher Education Committee, Legislative Office Building Room 717, Albany, New York 12248 (518) 455-5603.

[9] Additional material was found in the manual, Library Service to the People of New York State (March 17, 1989), provided by The University of the State of New York, The State Education Department, The New York State Library, Cultural Education Center, Albany, New York 12230.

[10] The section on the New York State Archives is based generally on information prepared for The State Library Agencies: A Survey Project Report, published by the ALA Association of Specialized and Cooperative Library Agencies (9th ed., 1989); and

[11] The University of the State of New York, The State Education Department, State Archives and Records Administration, Albany, New York 12230

[12] Information on Public Library Districts comes from {1} Joseph Eisner, "Why Public Library Districts?", THE BOOKMARK, Winter 1991, pp. 132-134; and from {2} Joseph A. Glazer, Esq., "Special Public Library Districts", Fall 1988 [unpublished paper presented at Albany Law School, Albany, New York][provided to the Sub-committee on Libraries by permission of the author, Joseph A. Glazer]

[13] Information on the Schomburg Center for Research in Black Culture and on the Andrew Heiskell Library for the Blind and Physically Handicapped was provided to the Sub-committee on Libraries by the office of Dr. Timothy S. Healy, President of the New York Public Library, Fifth Avenue and 42nd Street, Ne York 10018, [212] 930-0800.

****

THE NEW YORK STATE LIBRARY:

WHAT DOES IT DO?

The New York State Library is one of the 100 largest research libraries in the nation and is the State Education Department's office for libraries. The State Library has two principal divisions:

- The Research Library Division, a major comprehensive library that serves State government and the public in much the same way that the Library of Congress serves the nation.

- The Library Development Division, which works with the 7,000 libraries in New York State, primarily through systems, to ensure that every resident of the State has timely and free access to a full range of library and information services.

The New York State Library is part of the State Education Department's Office of Cultural Education (the Office also includes the State Museum, the State Archives and Records Administration and the Public Broadcasting office). It is headed by the State Librarian and Assistant Commissioner for Libraries.

The New York State Library includes a Library for the Blind and Visually Handicapped, serving 23,000 people from Westchester to Buffalo (The New York Public Library serves in New York City and on Long Island).

The State Library has the world's largest collection of New York State publications and fine collections in law, health sciences, North American History, politics and government. Its collections are open to the public for use in the Library and on interlibrary loan through the New York State Interlibrary Loan (NYSILL) network. Library systems can search the Library's online catalog remotely by microcomputer. All legislative offices and many State agencies can also search the catalog online.

The Library issues catalogs of State publications and makes the publications available through the New York Depository Library network.

The Library Development Division administers State and Federal aid for libraries, provides leadership and support for library development across the State, provides technical assistance to library systems, collects and publishes library statistics and directories, plans legislation and services and coordinates library programs.

WHERE IS IT -- HOW IS IT DISTINGUISHED?

The New York State Library is in the Cultural Education Center in Albany, and its services are statewide. Each state has a "state library agency" responsible for administration of State and Federal library programs, including the "Interlibrary Cooperation and Resource Sharing" program of the Federal Library Services and Construction Act.

The New York State Library is the only State Library that meets the membership requirements of the Association of Research Libraries (which includes the Library of Congress, the National Libraries of Medicine and Agriculture, The New York Public Library, and about 100 university libraries).

The Division of Library Development (DLD) is first among the nation's state libraries, with the most comprehensive program and systems involving all types of libraries. Other states recognize DLD leadership in library systems development, automation planning, conservation and preservation of endangered research materials, and state support for library outreach.

WHO PAYS FOR IT?

The State Library is principally supported by the Legislature through the State Executive Budget appropriation to the Education Department. In 1989/90, the State Library operated on $8.4 million in State funds, and $2.7 in Federal Funds. In addition, the Library Development Division administered almost $70 million in State aid to libraries and library systems, and an additional $7.5 million in Federal Grants.

NETWORKING

The State Library is committed to a network of "electronic doorway libraries" that enable any resident of the State to get quick access to information. The Division of Library Development program supports the network of 23 public library systems, 46 school library systems and 9 reference and research library systems. The Research Library Division is a member of a national library networks, such as Online Computer Library Center [OCLC] [based in Dublin, Ohio] and the Research Libraries Network [RLN]. It subscribes to more than 700 online databases and has been designated by the Federal government as depository for Federal documents, patents and Library of Congress computerized databases. It is working with libraries throughout the State in the U.S. Newspaper Project to find and microfilm newspapers.

HOW IS THE STATE LIBRARY CHANGING -- HOW SHOULD IT CHANGE?

Technology and service policies are making the library more accessible to all the residents of the State. Any library can obtain interlibrary loans through library systems -- "electronic doorway libraries" will have more complete information about State Library holdings. The online catalog should become more comprehensive, listing the holdings of State agencies, the Archives and special resources throughout the State.

The "information society" requires that all libraries work together -- the New York State Library and library systems will interact and provide better services through a statewide network that includes all systems and libraries.

New York State Library

Selected Statistics -- Research Library

1981-1990

	1981-82	1986-87	1989-90
Staff*	217	193	186
Titles Cataloged	22,500	20,500	24,838
Books Purchased	14,000	17,000	13,892
Journal issues Checked in	71,500	119,000	127,513
Microform pieces received	203,000	453,000	312,332
Government items received			
Books	91,000	12,000	13,194
Serials	42,500	18,000	69,839
Microfiche	86,500	189,000	204,232
Items Bound	9,391	16,239	18,791
Microfilm Produced	245,208	120,940	161,922
Items received from stacks	102,500	79,400	97,204
Photocopies made	1,300,000	1,300,000	1,328,773
Microfiche duplicated	3,800	6,100	19,655
Total NYSILL requests	144,578	140,000	120,567

NYSILL/State Library fill rate	37%	41%	50%

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*as of January of each year

1/8/91
THE NEW YORK STATE LIBRARY
The Research Library

MISSION

The mission of the New York State Library, a "public library for the use of the government and people" of the State, is to provide reference, information and loans service to the legislative, executive and judicial branches of the government and to ensure that every resident of the State has convenient free access to essential library services.

To carry out this mission the State Library has two goals:

♦ To serve as a major research resource for State government and the people of New York State, to maintain a collection of materials which will meet the needs of State government, to provide a full range of library services for the blind, to identify the needs of user groups, to organize and provide the materials and staff required to meet these needs, to provide access to other library and information resources throughout the world, and to make its resources available through on-site services, the New York State Interlibrary Loan network and other appropriate means.

♦ To develop statewide coordinated library service to all the citizens of the State, including handicapped, disadvantaged, and institutionalized persons, so that all persons may have direct and easy access to a system which will provide them with the information, library materials, and services needed or desired for the pursuit of their own economic, social, cultural, and education growth.

PLACE IN STATE GOVERNMENT ORGANIZATION

The New York State Library is a unit of the Cultural Education Office of the State Education Department and The University of the State of New York (Ed. Law §232). The Board of Regents (16 members) is the governing body of The University of the State of New York and the State Education Department.

Under the Deputy Commissioner for Cultural Education, the Assistant Commissioner for Libraries and State Librarian administers the State Library and is the chief library officer for the State. The New York State Library encompasses the Research Library and the Division of Library Development. The Regents maintain a Committee on Cultural Education (6 Regents) and the Regents appoint a Regents Advisory Council on Libraries.

PURPOSE AND SCOPE OF RESPONSIBILITY OF THE RESEARCH LIBRARY DIVISION

The New York State Library has a collection of over 5.5 million books, journals, pamphlets, maps, microforms, and manuscripts with special strength in law, medicine, bibliography, Americana, genealogy, social sciences, education, certain of the natural sciences and technology. It collects, preserves, and makes available to scholars materials relating to New York State, in the form of books, newspapers, periodicals, manuscripts, maps and broadsides. Collections and programs of the New York State Library are maintained to provide priority service to State government and to backstop the New York State Interlibrary Loan Program (NYSILL). The Library serves as a depository for State and Federal documents and is responsible for distributing State publications to other libraries and learned institutions. The Library, in addition to maintaining special law, legislative, and medical reference services, serves as a regional library for the blind and physically handicapped serving 28,800 readers in 55 counties in New York State (except for New York City and Long Island, which are served by The New York Public Library).

PERSONNEL (As of January 1, 1991)

	Authorized	Incumbents
Librarians	82.5	74
Nonlibrarians	147.5	115
Total:	230	189

All positions are under New York State Civil Service, except that of Assistant Commissioner. All staff, except those designated Management/Confidential, can join the union that represents them.

OPERATIONAL HIGHLIGHTS

REMOTE ACCESS. The Library's online catalog is available at more than 150 sites, including Senate and Assembly offices, State agencies, regional medical libraries and NYSILL transmission sites. Online catalog access continues to expand to State agency libraries and additional State agencies.

EXPRESS ILL. [Express ILL is a feature of the New York State Interlibrary Loan Network or NYSILL which provides for more rapid interlibrary loan.] The Library responds to more than 120,000 interlibrary loan requests annually. Interlibrary loan requests from nearby 60 transmission sites are speeded by means of electronic conversion of online catalog searches into requests. This EXPRESS ILL service speeds response to interlibrary loan requests by insuring complete bibliographic information.

CATALOGS OF STATE PUBLICATIONS. A computer-generated catalog of New York State documents and the monthly publication A Checklist of Official Publications of the State of New York provide efficient, timely access to New York State documents.

MANUSCRIPTS CATALOGING ONLINE. Special membership in the Research Libraries Group and a Higher Education Act Title II-C grant support the inclusion of the Manuscripts and Rare books collection in the Research Libraries Information Network (RLIN). A grant from the National Historic Records and Publications Commission supports map catalog in RLIN.

COLLECTION INVENTORY. State funds support an inventory of the Library's collections linked to the online circulation system. The inventory ensures that each volume is in the proper location, has been checked against the online catalog, and has a machine-readable label inserted for circulation and future inventory control. The inventory has reduced not-on-shelf performance from 25 percent to 10 percent or less.

ELECTRONIC REFERENCE. The Library's Electronic Reference Station offers onsite patrons approximately 20 index and information databases on compact disk, including the Modern Language Association or MLA International Bibliography, American Business, Index to Legal Periodicals, Toxic Release Inventory, County and City Data Book, and access to the online catalogs of New York University [NYU], the University at Albany, RPI, and The Research Libraries of The New York Public Library.

CONSER. In March 1990, the State Library entered its 75,000th catalog record online in the national Cooperative Online Serials project. CONSER is supported at the State Library by a Federal grant.

STANDARDS AND SPECIFICATIONS. A recent letter from the Deputy Commissioner for the Department of Economic Development's Division of Small Business applauded the State Library's rush reference service that provides Federal, military and industrial standards and specifications to small businesses. The letter attributes to the service "more than $3.8 million in government contract awards to New York State companies in the last six months."

FEDERAL DATABASES. The Library was one of 14 libraries nationwide to be selected as pilot test sites for access to online databases of the Library of Congress. That service now is offered as a regular activity in the Cultural Education Center and at the Legislative Office Building Service Point. The Library is now one of 20 to be chosen as a test site for access to Department of Energy online databases.

STATE DOCUMENT SERVICE. The New York State Document Depository System has been redesigned to improve its effectiveness and may now even serve as a model for the nation. Approximately 300 depositories at four collecting levels provide access to State publications, with 20 receiving complete sets of documents on microfiche.

LBVH VOLUNTEERS. The volunteer program of the Library for the Blind and Visually Handicapped has grown to 5,000 individuals contributing approximately 20,000 hours a year to the Library. The New York State Lions' Council of Governors selected the Library for the Blind and Visually handicapped as a statewide project for 1990-91. Thousands of Lions and Lioness members will be asked to participate in a variety of outreach activities to reach the estimated 100,000 individuals in upstate New York who are eligible for, but not yet receiving, the Library's free services.

GOLDSMITHS'-KRESS COLLECTION. The Goldsmiths'-Kress Project began in December 1986. The project is a cooperative effort by the University of Maryland, University of Delaware and the New York State Library to provide individual cataloging records, on OCLC, for 30,000 titles of the "Goldsmiths'-Kress Library of Economic Literature on Microfilm" collection. Funding is provided by an HEA II-C grant from the U.S. Department of Education. At the end of the project, participants will receive magnetic tapes of all entries.

NEW NETHERLAND PROJECT. The Friends of the New Netherland Project helps the Library continue its translation of 12,000 pages of original Dutch records from the 17th Century colony of New Netherland, later New York. Thirteen volumes have been published and 13 public seminars have been held since 1974. Two or more volumes are imminent. The New Netherland Project has received special State appropriations and four multi-year National Endowment for the Humanities grants.

RESEARCH RESIDENCY AWARDS. The Research Residents for 1990 are: Gail E.H. Evans, University of California, for research on the development of hydroelectric power at Niagara Falls; Maureen Montgomery, University of Canterbury, for a study of 19th century leisure class women in New York State; Mary Anne Devane, The University at Albany, for the preparation of a catalog of Irish-American research materials; Margaret Orelup, University of Massachusetts, for a study of the consumer economy and rural culture in Western New York; and James D. Whitaker, historic researcher, for a study of broom corn culture and broom manufacturing in New York State. The annual awards were established in 1986 and are administered by the Reference Services staff to support individual scholarship and to promote the use of the State Library's collections in scholarly research. Each Resident has access to the collections and services of the State Library and the support of subject specialists on the Library's staff.

COLLOQUIUM SERIES. With corporate support, the Library sponsors a series of colloquia on "Technology and the Research Environment of the Future." The objective of this series is to prepare those who will be responsible for working with, and guiding, the future by acquainting them with major new scientific directions. The five colloquia to date have addressed materials science, advanced concepts in computing, the information infrastructure of the future, electronic documents and the imaging revolution. The 1991 colloquium is being organized by the national Public Broadcasting Service and will address High Definition Television, the display medium of the future.

INVENTORS DAY. In February 1991, the State Library's commemoration of Inventors Day celebrates African-American contributions to science. The 1990 event focused on cooperation between the Buffalo City Schools and the U.S. Patent and Trademark Office in Project Excel, fostering children's interest in discovery and invention. The annual event reflects the Library's role as a U.S. Patent Depository Library, one of 63 nationwide.

ADVISORY GROUPS

REGENTS ADVISORY COUNCIL ON LIBRARIES (9 members) advises on the development of a comprehensive statewide library and information program and recommends policy for implementation of the program.

LEGISLATIVE SERVICES ADVISORY GROUP (8 members) provides liaison with representative legislative clientele for discussion of needs, problems improvement of services, and generally keeping an active dialogue on all aspects of relationship between the State Library and the Legislature.

LIBRARY FOR THE BLIND AND VISUALLY HANDICAPPED CONSUMER ADVISORY GROUP (9 members) provides a formal means for consumer advice to the staff.

ADVISORY COUNCIL ON FEDERAL DEPOSITORY LIBRARY SERVICE (6 members) advises on the implementation of State plan for depository library service; and monitors, reviews, and reports on the performance of the Federal depository library program in New York State; assist depository library administrators in planning and (jointly with the Regional Depository) communicates recommendations for depository program improvements from depository libraries in New York State to the Government Printing Office and its Depository Library Council.

THE VISITING COMMITTEE OF THE NEW YORK STATE LIBRARY. The Regents are the Trustees of the State Library, the State Archives, and the State Museum. In order to better carry out their responsibilities as Trustees, the Regents formed Visiting Committees for each of these institutions. The Regents Visiting Committee for the Library reviews programs and services of the State Library and advises on means to improve and direct Library activities that will enhance service to State government and other legally mandated client groups. Because the Committee is made up of Regents, legislators, and New York research library directors, the meeting of the Visiting Committee is of special importance to the Board of Regents, the Deputy Commissioner, the Assistant Commissioner and the Director of the State Library.

On January 16, 1991, the Visiting Committee met to consider key long-range policy issues and institutional challenges in the Research Library so they can be more effective advocates for teh mission of the Library. These policy issues include an understanding of who the Library serves, how it serves them and why it services to those groups and individuals are important to the government and the people of the State.

The membership of the Visiting Committee [as of January 1991] include the following:

Regent Walter Cooper, Regent from the 7th Judicial District and Chair of the Visiting Committee

Professor Meredith Butler, Director of Libraries and Dean of Library Faculty at the State University of Albany

Regent Shirley C. Brown, Regent from the 3rd Judicial District and Chair of the Regents Cultural Education Committee

Mr. Donald B. Cloudsley, Director of the Buffalo and Erie County Public Library and Chair of the

Regents Advisory Council on Libraries

Senator John B. Daly, Senator from the 61st New York State Senate District

Senator Hugh T. Farley, Senator from the 44th New York State District and Chair of the Senate Subcommittee on Libraries

Regent Willard A. Genrich, Chancellor Emeritus and Regent from the 8th Judicial District

Assemblywoman Cynthia Jenkins, Assembly Member from the 29th Assembly District and Chair of the Assembly Subcommittee on Libraries

Regent Mimi Levin Lieber, Regent at Large

Assemblyman Edward C. Sullivan, Assembly Member from the 69th Assembly District and Chair of the Assembly Higher Education Committee.

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NEW YORK STATE LIBRARY KEY STAFF ROSTER (all telephone numbers area code 518)

State Librarian and Assistant Commissioner for Libraries - Joseph F. Shubert	474-5930
Division of Library Development	
Director - Roberta Cade	
Research Library	
Director of the State Library- Jerome Yavarkovsky	473-1189
Administrative Officer- GladysAnn Wells	474-4660
Principal Librarian, Reference Services- Lee Stanton	486-5755
Principal Librarian, Collection Acquisition and Processing- Elizabeth Lane	486-5755
Principal Librarian, Collection Management/Network Services- J. Van der Veer Judd	474-5955
Principal Librarian, Legislative and Governmental Services- Mary Redmond	474-3940

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NEW YORK STATE ARCHIVES

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The New York State Archives and Records Administration (SARA) is a unit of the Office of Cultural Education in the State Education Department. SARA regulates the disposition and selective preservation of State and local government records, provides guidance and services to help governments better manage their records, and supports statewide activities to strengthen historical records programs in both the public and private sectors.

One of SARA's primary responsibilities is to identify, preserve, and make available for research use the archival records of New York State government. Archival records are those records that have enduring administrative, legal, historical, educational, or other research value. Archival records no longer actively used by their creating agencies are transferred to the State Archives where their preservation and future accessibility are ensured.

HOLDINGS OF THE NEW YORK STATE ARCHIVES:

The State Archives contains over 45,000 cubic feet of records that document many aspects of New York State's history and heritage. The Archives' rich and varied holdings date from the 17th century Dutch colonial period to the present and exist on parchment, paper and film, and in machine readable formats. Government archives document the organization, functions, policies, and programs of the agencies that created them. They also document the interaction of the State and its citizens -- people from diverse social and economic backgrounds whose lives are affected by the activities of their government.

The State Archives is a resource for all New York citizens who seek information about their government, about their society, and about themselves. Archival records are used, for example, by policy analysts evaluating public programs; agency officials, business persons, and lawyers seeking to interpret legal requirements; teachers using original sources to enliven history for their students; documentary editors compiling the records of key individuals, organizations, and events; genealogists tracing their family roots; and community historians discovering their local history.

SERVICES OF THE NEW YORK STATE ARCHIVES:

The State Archives research room, on the 11th floor of the Cultural Education Center, is open to the public from 9:00 a.m. to 5:00 p.m. Monday through Friday, except State holidays. Archives staff assist researchers in person, by mail and by telephone. Printed finding aids and computer-assisted searches are available to help users identify and locate information in State Archives holdings. Every effort is made to accommodate researchers who bring their own portable computers, typewriters, dictating machines, and photographic equipment. Photo duplication services are available as well as self-service microfilm reader/printers.

Information about State Archives holdings is widely available. Some published aids, including A Guide to Records in the New York State Archives are sent to New York's public and academic libraries and to major research institutions throughout the country. SARA also participates in the Research Libraries Information Network (RLIN), a national database which supports the exchange of information about archival and library research resources. RLIN contains information about the State Archives holdings and the holdings of several thousand other New York historical records repositories, as well as the archival holdings in major research institutions across the nation.

Selected State Archives holdings have been microfilmed. Copies of film can be purchased from the State Archives or borrowed through the New York State Interlibrary Loan Network, which is accessible to libraries nationwide.

The State Archives offers behind-the-scenes tours for groups. Requests for tours should be made at least two weeks in advance.

PRESERVING THE LESSONS OF THE PAST:

The New York State Archives, established in 1971 as a unit of the Office of Cultural Education, State Education Department, performs many functions relating to the management and preservation of New York's Historical records. The primary function of the State Archives is to preserve and make available for research those State governments records that have continuing historical value. The Archives also provides management advisory services to local governments on proper protection, disposition, microfilming, and archival preservation of records. In addition to carrying out its responsibilities for the care of government records, the Archives offers advice to historical societies, museums, and other repositories on historical records preservation and use, and it assists educators in planning programs for the use of historical materials as teaching aids.

HISTORY OF THE STATE ARCHIVES:

The State Archives was created by the Legislature in 1971, but concern for public records extends back over three centuries. When Governor Peter Stuyvesant surrendered New Netherland in 1664, he insisted that the victorious British retain and protect the records of the conquered Dutch colony. Recognizing the historical value of surviving colonial, Revolutionary War era, and State government records, the Legislature in 1797 ordered construction of a special building in Albany to protect these materials. Beginning in 1847, the State Library was designated by statute to receive and maintain historical State records, but New York's records preservation program suffered a major setback in 1911 when a fire in the State Capitol destroyed many of the Library's holdings. Salvage efforts by Library staff saved a major portion of the damaged records, which were moved to new quarters in the State Education Building a year later. However, storage space was limited, staff shortages made it impossible to arrange and describe records that were acquired, and a more comprehensive program was needed to deal with the rapidly growing volume of State government records. Finally, in 1971 the Legislature created the State Archives, and State government records were transferred from the Library to Archives custody when a new storage and research facility in the Cultural Education Center opened in 1978. Since then the Archives has continued to appraise, acquire, and make available historically valuable records, thereby keeping the lessons of New York's past accessible and useful to the people who are building its future.

IMPORTANCE OF THE STATE ARCHIVES:

The State Archives maintains approximately 30,000 cubic feet of colonial and State government records and additional records are continuously being accessioned. These records -- ranging from seventeenth century Dutch material to modern files of existing State agencies, the Legislature, and the judiciary -- document nearly every aspect of State government operation and New York State history. The rich and varied resources of the State Archives provide essential documentation for achieving an understanding of our heritage and for interpreting the past in light of present needs and future challenges.

Scholars will find in the Archives the building blocks of research that are indispensable to an understanding of historical development. Similarly, archival resources can be used by government officials for an on-going evaluation of public policy, which cannot be fully understood without knowledge of the past. All citizens within a particular record series. These finding aids are available only in the Archives research room, but researchers may order photocopies.

Specialized finding aids, which are usually detailed indexes or item descriptions of the contents of a single or several related series pertaining to a given topic. Several special finding aids have been published and are available at libraries, but others -- especially card indexes -- are available only in the research room.

SPECIAL SERVICES:

The Archives research room contains microfilm readers and a separate, enclosed area where researchers may use their own typing or tape recording equipment. Arrangements should be made in advance to reserve these services.

A variety of photo duplication services are available, including xeroxing, photostating, providing paper printouts from microfilm, and microfilming of records. Photo duplication requests may be made by telephone, mail, or in the research room, but self-service is not available. Copying services are dependent upon the condition of records, some of which are too fragile to be handled. The Archives reserves the right to determine the method of photo duplication most appropriate after an assessment of the condition of records. Certified copies of records are available, and the federal Copyright Law governs the reproduction of copyright material. A fee schedule for photo duplication services is available from the Archives.

The Archives research room facilities are shared with the Manuscripts and Special Collections Unit of the New York State Library. The Library's Manuscript Collection contains nongovernment material, mainly emphasizing New York history. Researchers who wish to use the manuscript collections should contact the State Library directly.

HOLDINGS OF THE NEW YORK STATE ARCHIVES:

From the Dutch colonial settlement of New Netherland to the most recent session of the State Legislature, the history of New York State is documented in the records preserved by the State Archives. The following selected list suggests the variety of research resources that are available for use.

COLONIAL AND REVOLUTIONARY WAR ERA RECORDS:

The records of the Dutch and British colonial governments, 1630-1775, contain information on laws, land policy, taxation and revenue, Indian relations, military affairs, official appointments, and court actions. Revolutionary period materials, 1775-1777, include minutes and correspondence of the four Provincial Congresses and of the Convention of Representatives of the State of New York that adopted the first State constitution. The records include credentials of delegates, petitions to the congresses, and reports of committees.

GOVERNOR'S RECORDS:

The Archives holds records of many gubernatorial administrations, beginning with New York's first Governor, George Clinton. Material dating from the years before 1919 consists of correspondence, appointment records, clemency records, and proclamations. Beginning in 1919, with the start of Alfred E. Smith's first administration and continuing through the Rockefeller and Wilson administrations, the Archives holds alphabetical subject files that contain correspondence, memoranda, and reports generated or received by the Governor and his executive chamber staff. Another series, Legislative Bill and Veto Jackets, dating from 1921 to 1979, contains letters and memoranda to the Governor supporting or opposing bills approved by the Legislature.

LEGISLATIVE RECORDS:

Records of the State Legislature include petitions, correspondence, resolutions, and reports from 1777 to 1830. These records preceded the publication of the Legislative Documents Series, beginning in 1831 and continuing to the present, that are available at the New York State Library. Few other legislative records are extant for the nineteenth century, but more recent holdings include: files of standing committees such as the Assembly Ways and Means Committee, 1935-1955, and the Senate Civil Service Committee, 1913-1916; files of special committees such as the Assembly Oversight and Investigative Committee, 1974-1978; and records of many joint legislative commissions, including the Factory Investigating Commissions, 1911-1915, and the Committee to Investigate Seditious Activities, 1919-1920.

CANAL RECORDS:

The Archives holds over 1,000 cubic feet of records, 1810-1939, relating to the construction, maintenance, and operation of the Erie, Champlain, Oswego, and other canals in New York. (All canals were combined into the State Barge Canal System in 1903.) The records include minutes of meetings, 1816-1889, of various canal administrative bodies -- the Canal Board, the Board of Canal Commissioners, and the

Commissioners of the Canal Fund. In addition, there are survey maps and field notes relating to canal routes; plans for improvements and alterations; accounts of payments for construction and maintenance; and lists of canal boats and passengers.

LAND RECORDS:

Information on property transactions involving the State or its predecessor colonial governments is contained in land patents and deeds dating from 1630 to 1979. Further documentation of these property conveyances is recorded in applications for land grants submitted to the Colonial Surveyor General or the State Commissioners of the Land Office, 1642-1898, and in field survey books of the Colonial and State Surveyor Generals and the State Engineer and Surveyor, 1665-1927. Included among these records are hundreds of maps, and most of the records are indexed to provide access by individual name and geographic location.

Other land records include Indian Deeds and Treaties, 1692-1847; Town Boundary Records, 1855-1937; Holland Land Company Records, 1800-1850; and Railroad Right of Way Maps, 1840-1936.

HEALTH AND SOCIAL WELFARE RECORDS:

Many records in the Archives reflect the concern of State government with the health and welfare of its citizens. Among these are more than 100 cubic feet of records of the State Board of Charities, 1867-1921, the predecessor to the present Department of Social Services. The Board of Charities records include correspondence files, 1867-1901; censuses of almshouse inmates, 1873-1921; and reports of hospitals and orphan asylums, 1873-1896.

Records of prisons, reformatories, and other correctional institutions include admission and discharge registers, case files, and related inmate supervisory records from the following: Newgate (New York's first prison), 1797-1810; Auburn Prison, 1817-1971; New York House of Refuge, 1824-1936; Ossining (Sing) Prison, 1865-1969; State Agricultural and Industrial School at Industry (Western House of Refuge), 1849-1937; Clinton (Dannemora) Prison, 1844-1975; and Albion State Training School (Western House of Refuge for Women), 1893-1971.

Health related records include minutes and accounts of the State Board of Health, 1880-1901; accounts of the Health Department relating to the influenza epidemic, 1918-1921; admission dockets of the Oxford Veteran's Home, 1897-1963; patient registers of the Raybrook Tuberculosis Hospital, 1932-1942; and Hospital Certification Files, 1966-1973.

EDUCATION RECORDS:

The history of State government concern for education is well documented in the Archives. Holdings for the State Education Department and its predecessors (before 1904) include Minutes of Meetings of the Board of Regents of The University of the State of New York, 1874-1859; correspondence of the Superintendent of Common Schools, 1845-1847, and the Department of Public Instruction, 1854-1904; Office Files of the Commissioner of Education, 1947-1978; Annual Reports of Schools, 1902-1954; Teacher Certification Case Files 1910-1930; Files of School District Boundaries, 1916-1975; and List of Recipients of Regents Scholarships, 1897-1977. Also among the Education Department holdings are files of the State Museum Director, 1944-1969; records of the State Geological Survey, 1825-1968; and correspondence and research records of the State Historian, 1895-1968.

A unique group of records is 40,000 glass "lantern slides" and accompanying photograph negatives, which were loaned to schools for classroom teaching use by the Education Department's Division of Visual Instruction between 1912 and 1940. Sets of slides, with accompanying teaching guides, cover a multitude of subjects including a substantial portion that provides visual documentation of New York history, culture, architecture, and industry.

Files of the former Motion Picture Division, which was responsible for movie censorship between 1921 and 1965, form another unique group of Education Department records. During its 44 years of operation, the Division reviewed over 73,000 films, establishing a case file for each containing an application form, an examiner's report, and (except for silent films) a copy of the dialogue transcript. The total of 54,000 film scripts contained in the files is the largest such collection in the world.

GENEALOGICAL RECORDS:

Although government records were not created with family history in mind, many contain information of genealogical interest. Foremost among such records in the Archives are original returns from the 1915 and 1925 state censuses, containing names, ages, and other data on persons in each household. Because the records are arranged by county and thereunder by assembly district, election district, and, in the cities, by ward, a user must know a street address or the names of nearest cross streets to access the information. There is a name index for census schedules of Albany city and county. Other records of specific genealogical interest are previously mentioned land grant records, especially grants made in lieu of payment for Revolutionary War service; alien depositions of intent to become United States citizens, 1825-1913; and records of payments by the State for services rendered during the Revolutionary War and the War of 1812.

FOR MORE INFORMATION:

A series of leaflets, available from the State Archives, provides more information about our holdings and services. Among the topics covered in the leaflets are finding aids, microfilmed records, and automated access to information on State Archives holdings. The address and phone number of the State Archives are:

Reference Unit
New York State Archives and Records Administration
Cultural Education Center, Room 11D40
Empire State Plaza
Albany, New York 12230
[518] 474-8955.

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Ensuring A Usable Past For Your Community, The New York Citizen's Guide to Evaluating and Improving Historical Records Programs.

Source: The New York State Archives, Room 10A75, Cultural Education Center, Albany, New York 12230

Historical Records: Your Community's "Usable Past.":

Every country, city, town, and village in New York has a history that can be recovered, interpreted, understood, and used. Much of this "usable past" is contained in our historical records. "Historical records" are records that contain significant information about the past and are therefore worthy of long-term preservation and systematic management for historical and other research. They include selected records generated by individuals and families whose roles are central to understanding the evolution of the community. They include local government archival records, those with long-term value for the government and for research uses by others. And they include archival records of private institutions and organizations such as local companies, community associations, religious and cultural groups, and others important to the life of the areas.

Historical records are important to the well-being of New York and its citizens. They provide the basis for understanding where we have been, they give us insight into present-day conditions and institutions, and they provide guidance for our progress into the future. They are useful for a number of purposes:

- Historical records have legal values important to each citizen and to organizations and institutions. Records are used to document obligations, to prove ownership, and to substantiate claims.
- Institutions and organizations, including governments, use their own archives to study the origins of policy and program decisions, to analyze program development, and to ensure the continuity of administration.
- Historical records are important sources of information on community history. Local and academic historians, political scientists, and others use them to study the evolution of the community, its government, and its institutions.
- Historical records are important sources for social history. They contain information on the social conditions of groups, families, and individuals.
- Historical records aid our attempts to cope with environmental issues. For instance, engineers use maps, permits, and photographs to locate toxic dump sites.
- Historical records are essential for repairing and maintaining the infrastructure. Government engineers consult original maps, plans, sketches, and reports for information on the location, age, and physical traits of community structures.
- Historical records are used in the schools, to enrich history and social studies courses by giving students a first hand view of the past through study of historical evidence.
- Historical records illustrate and entertain. This is particularly true of historical photographs and graphic materials used in publications and exhibits.

The range of benefits from the use of historical records makes their preservation and sound administration a matter of importance to the citizens of New York.

Local Governments Records in Your Community: A Checklist:

The records of your county, city, town, or village government deserve to be managed well, in the interest of governmental efficiency and economy. Good records management practices are essential to ensure the identification and preservation of records having archival value. Here is a checklist for determining how well your public records are administered:

1. Are citizens in your community concerned about their public records? Do they insist that local officials manage those records in an efficient, cost-effective manner?
2. Do local government legislators, chief elected officials, and other employees understand the importance of records management and the benefits of an archival program to local government and to historical and other researchers?
3. Does the local government have a records ordinance or local law defining a records management program, including an archival component and a records officer to coordinate records management?
4. Has the local government put into effect the records management and archival administration practices laid out in the State Archives' manual Managing Local Government Records: A Manual for Local Government Officials in New York State (Albany, 1985), which was distributed to all local governments?
5. Does the local government have systematic records retention and disposition practices that are in accord with legal requirements and records retention and disposition schedules issued by the State Archives?
6. Are archival records systematically identified and preserved? Does the local government's records officer or some other local official have clearly assigned responsibility for the archival records?
7. Are provisions made for access to archival records by local government officials, historical researchers, and the general public?
8. Are public reports prepared and issued periodically on records management and archival administration?

Your Community's Historical Records: A Checklist:

How well are nongovernment historical records being collected, preserved, and made available? The following checklist provides guidance in answering this question:

1. Is significant documentation of the community's institutions, governments, and citizens identified, collected, preserved, and made available?
2. Do community groups and organizations, and individual citizens, take an active interest in, and provide support for, strong historical records programs?
3. Do historical records repositories, such as historical societies, libraries, museums and archives, have written acquisition policies that guide what they collect?
4. Do religious, cultural, civic, business, and other community institutions have archival programs for the preservation of their records? If not, do they systematically transfer them to historical records repositories for preservation?
5. Is there coordination and cooperation among historical records programs, to ensure systematic documentation of the community's history?
6. Do historical records program staff have the training, experience, and expertise needed to care for historical records?
7. Do historical records programs have a secure facility and other resources needed to adequately care for historical records?
8. Do the programs produce and make known finding aids for their records so that they are available to researchers?
9. Is adequate provision made for the preservation of historical records, to ensure their long-term survival for research use?
10. Do historical records programs actively promote use of their records for history and social studies classes, for use by community historians, and for use in public and educational programs?

What You Can Do:

Citizens can take a number of steps to improve the identification, preservation, and use of historical records in their communities:

- Set up a study committee to consult with local government officials on the condition of local government records and to study the status of historical records programs in your community. Include a broad variety of community and civic leaders as well as archivists, librarians, and historians. Ask the committee to report on how local government records and archives management and historical records programs should be strengthened, and how coordination and cooperation can be improved.
- Obtain written materials on historical records programs. Contact the State Archives for a copy of its basic manual, Managing Local Government Records. The Society of American Archivists' Evaluation of Archival Institutions provides a good check list for the evaluation of archival programs. Additional suggested materials are available from the State Archives.
- Consult with or visit successful historical records programs in your area for suggestions on sources of support and sound archival techniques.
- Bring in an expert archivist or records manager if needed for a brief evaluation of individual programs or of overall conditions in your area. The State Archives can provide suggestions for consultants.
- Develop a continuing advocacy group to evaluate, discuss and encourage the development of historical records programs.
- Work for statewide historical records program development. The New York State Historical Records Advisory Board, appointed by the Governor to coordinate and encourage historical records program development, is responsible for promoting the long-term development of historical records programs.. It published a study of historical records program needs and recommendations for meeting those needs, Toward A Usable Past: Historical Records in the Empire State in 1984, and will issue updates on developments. The

Board, in conjunction with the State Archives, publishes a newsletter, For the Record, which provides information on current historical records developments. The New York Document Conservation Advisory Council issued a report on preservation needs, Our Memory At Risk: Preserving New York's Unique Research Resources, in 1987. Contact the State Archives for these publications and for up-to-date information on current historical records proposals and initiatives.

*Become an advocate for historical records programs in your community and throughout the State. Contact the Coalition for New York's Documentary Heritage, a statewide alliance that advocates stronger historical records programs.

Where You Can Turn For Advice and Assistance:

The New York State Archives, State Education Department, can provide advice on local government archival programs and on historical records program development. The Society of American Archivists (SAA)(600 S. Federal, Suite 504, Chicago, Illinois 60605), the nation's premier archival organization, has issued a number of basic manuals and other publications on all aspects of historical records programming, holds an annual meeting that discusses archival issues, and provides other services to strengthen historical records programs. The Long Island Archives Conference (LILAC) is an organization that meets twice a year to discuss archival issues in that area. The Archivists Round Table of Metropolitan New York is a group of archivists in New York City that meets periodically to discuss professional issues and programs in the City. The Capital Area Archivists is made up of archivists in the Albany area. The Mid Atlantic Regional Archives Conference (MARAC) includes archivists in seven mid-Atlantic states, including New York, and meets twice a year. The Archivists of Religious Institutions (ARI) is a group of archivists with responsibility for records of religious groups and organizations. Contact the State Archives for information on the current chairperson and mailing address of these archival organizations.

Information on historical records program management is also available from the Lower Hudson Conference of Historical Agencies, 2199 Saw Mill River Road, Elmsford, N.Y. 10523, for the lower Hudson region; the Federation of Historical Services, 189 Second Street, Troy, New York 12180, for the capital area; the Regional Conference of Historical Agencies, Parke Avery House, 1509 Park Street, Syracuse, N.Y. 13208, for central New York; and the Western New York Association of Historical Agencies, P.O. Box 383, Geneseo, New York 11454, for that area.

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COMMISSION COMMITTEE FOR HEARING ON
"ARCHIVES, UNIQUE RESEARCH RESOURCES, AND THE FUTURE OF NEW YORK"

* Richard C. Wade (Chair)
* Daniel Casey
Laura Chodos
* Daniel Davila
Senator Hugh Farley
* Helen T. Flowers
* Assemblywoman Cynthia Jenkins
(represented by Joseph Jenkins, Jr.,)
* Suzanne D. Li

Patricia McCarthy
Virginia O'Brien
Thomas Sobol
* Assemblyman Edward Sullivan
* Carolyn Reid-Wallace
(represented by William Myrick)
* Robert Wedgeworth
* Janet Welch

* In attendance at October 4 Hearing

Source: These recommendations were contained in "A Report of the Governor's Commission on Libraries, October 1990". This Report was based on a hearing held at New York City Hall, October 4, 1990, co-sponsored by the Governor's Commission on Libraries and the Archivists Roundtable of Metropolitan New York.

INTRODUCTION

The Governor's Commission on Libraries co-sponsored a hearing with the Archivists' Roundtable of Metropolitan New York on the role and condition of archives and other unique research resources. Archives and unique research resources contain irreplaceable information that is so significant it is worthy of long term preservation and systematic management. These materials document our collective past as well as our diversity and they reflect our failures as well as our accomplishments. They help us understand the present and chart a safe course into the future. Institutions and organizations, including state and local governments, use their own archival records to study the origins of policy and past decisions, to analyze program development, to maintain their physical infrastructure and to ensure continuity of administration. Many are vital for research in science, law, economics, ethnography, and other fields. Others support educational and public programs. Some of the most important archival records document the obligations of government and the rights of citizens. All of them help us locate ourselves in the swift moving stream of time.

The October 4 hearing addressed two broad issues:

> What do archives and unique research resources contribute to democracy, productivity , and literacy, and to the performance of New York's government and non profit and private institutions?
>
> What is the condition of archives and unique research resources in New York and what needs to be done to address this condition?

SUMMARY OF MAJOR RECOMMENDATIONS OF GOVERNOR'S COMMISSION LIBRARIES IN REFERENCE TO ARCHIVES IN NEW YORK STATE

1. The New York State Documentary Heritage Program should be expanded to the full level requested by the Regents in order to provide advisory services in all of the state's regions and grants to historical records programs at a level commensurate with demonstrated need.

The DHP, initiated in 1988, has proven invaluable in supporting analysis of regional needs, advisory services to meet those needs, and grants to deal with major historical records issues and to strengthen historical records programs. However, funding limitations have thus far made it necessary to confine the advisory services to only three of the state's nine regions. Funding for grants has not been nearly enough to meet the needs of the state's repositories. Therefore, funding should be provided at the full level originally requested by the Regents. This level of funding would permit advisory services throughout the state, a level of grants more commensurate with major needs, and appropriate support for archival program development in the SUNY and CUNY systems.

2. The New York State Archives and Records Administration, the State Education Department, Custodians of Historical records, and Educators, should take initiatives to promote broader educational use of historical records. Particular emphasis should be given to the use of historical records to document and teach about pluralism and cultural diversity.

Historical records, which exist in every community in the state, can be used in exciting and imaginative ways by teachers and students to get in touch with and understand history. Their use can contribute to better understanding of New York's cultural and ethnic diversity. Teacher training and curricular guidelines should include provision for use of these resources and the State Archives and Records Administration should provide training and guidance to both the custodians of historical records and teachers to encourage broader, continuing use of these invaluable but as yet largely untapped educational resources.

3. New York should develop and maintain a comprehensive, statewide database with information on historical records and historical records programs, that is easily and readily accessible throughout the state.

An initial statewide survey of historical records by Cornell University is now drawing to a close. Building on the data gathered through that survey, a statewide database should be developed that includes information on historical records and on the repositories that hold them. A database is essential to facilitate research use of historical records, to encourage teachers to use them for educational purposes, and to encourage repositories themselves to cooperate and sharpen their collection policies. There should be provision for continually updating the database, for making it easily and readily accessible statewide to teachers and researchers, and for promoting its use.

4. New York State needs to develop programs to provide better training for archivists, especially in modern information technologies, and incentives and support for members of minority groups to pursue archival training.

The state faces a potential shortage of well qualified archivists capable of meeting its needs in the next century. A related critical need is the encouragement of minorities, now under represented in the ranks of archivists, to pursue archival work as a profession. The state should encourage this through a minority intern program that provides scholarship or other financial support for selected minority candidates.

5. New York State should develop new strategies and incentives for corporate archives and for private collections of historical documents.

Corporate archival programs are needed to ensure the identification and maintenance of corporate records with continuing value to the corporations and for external research. Corporations should create and adequately support archival programs. Private New York collectors of documents should donate their historical records to repositories in this state. New York needs to develop incentives or other creative new strategies to encourage appropriate actions by corporations and by private collectors.

6. New York State government should adopt a policy requiring the use of long-lasting alkaline paper for all government documents and publications.

New York's libraries and historical records programs face a conservation problem of staggering proportions, arising form the fact that most of our books and historical records use high-acid paper which deteriorates with age. Broader preservation efforts are needed to help meet this problem "after-the-fact." But in order to prevent it from growing larger in the future, more use should be made of long-lasting alkaline paper. As a first, and major, step, New York State should adopt a policy mandating the use of such paper for all government documents and publications.

7. New York State government should develop a comprehensive state information policy which ensures the identification and preservation of information with continuing value.

Modern information technology, particularly the use of computers and the creation of "electronic records," pose unprecedented challenges to archivists and to policy makers who are concerned with the survival and future accessibility of information of continuing value. New York needs a state information policy that provides, among other things, for the identification and preservation of information of continuing value.

8. The Governor and the Legislature should enact legislation to settle the legal status of Gubernatorial and Executive Chamber Records and provide for their disposition and the administration of those with archival value.

An outdated 19th century statute covering the disposition of governor's records permits governors to treat them as personal property and dispose of them as they wish. This approach has resulted in many gubernatorial and executive chamber records being lost or passing from state custody into private hands. New York needs a new statute in line with the National Governors' Association guidelines. Such a statute would make clear the public ownership of the records, provide for their disposition only after appropriate review, require that those with continuing value remain in public custody after the governor leaves office, make them accessible with appropriate restrictions, and clearly differentiate between government records and personal papers.

9. **The preservation backlog and continuing preservation needs for the state's own archival records must be addressed through greater state support and through establishment of a preservation trust fund that would combine public and private resources.**

The State Archives holds many records that are crumbling with age, that cannot be used for research, and that will be lost if preservation action is not taken. To meet this need, the Archives needs increased state support. In addition, a new approach should be developed, to encourage support for a state archives preservation trust, supported by private citizens, groups, and organizations that wish to support preservation of this important part of New York's documentary heritage.

10. **New York should develop a strategy and programs to improve the management of records with information on legal and judicial history.**

These include primarily the records of the courts themselves, which are essential for researching legal and judicial precedent and for understanding the administration of justice and the evolution of the court system. Additions records, for instance those of judges and of legal firms, may also include important information.

11. **The New York City Department of Records and Information Services needs additional support.**

The sound, efficient management of its records and the preservation of its archives is essential for the City government and its citizens. The Department of Records and Information Services performs these important administrative responsibilities. The Department needs additional resources to meet the City's growing records management needs, including records analysis and scheduling, records storage, preservation of archival records, and responding to a rising level of requests from the public for access to records in City government offices.

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NEW YORK PUBLIC LIBRARY: THE SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE:

The Schomburg Center for Research in Black Culture, one of four Research Libraries in The New York Public Library, is a Harlem-based national institution with an international mission that collects, preserves and provides access to research resources documenting the global experience of people of African descent. It also uses its rich documentary resources to interpret the historical and cultural development of continental and disporan African peoples and to support and promote research, analysis, criticism and celebration of black people's historical and cultural legacy.

Arthur A. Schomburg's personal collection of 10,000 items, acquired by The New York Public Library in 1926, is the nucleus of this unique repository, which today houses over 5,000,000 items documenting black life throughout the world and seeks to serve city, state, national, and international constituencies. Inspired by Arthur Schomburg's vision that documentation should encompass every area of human endeavor, the Center's collections of books, manuscripts, photographs, recordings, film, and art open windows of discovery and insight spanning from ancient Africa to modern-day America. The dissemination of this information through the publication of scholarly works, and the presentation of exhibitions, forums, performing and visual arts presentations and other public programs make it a citadel of both learning and celebration. A Traveling Exhibition Program, mail and telephone reference services, and computerized bibliographic databases extend the Center's outreach far beyond its local base.

The user friendly environment created by the new Schomburg Center complex increased the Center's space for research services and public programs by 50 percent. Two Special Collection divisions -- Arts and Artifacts, and Moving Image and Recorded Sound -- moved to newly-renovated quarters in the landmark building on West 135th Street where the Center began in the mid-1920's. The building also houses the refurbished American Negro Theatre, a new exhibition hall and a gift shop. The Photograph and Prints Division and the 360-seat Langston Hughes Auditorium occupies the new building which links the Center's current facility to the landmark building. The Manuscripts, Archives and Rare Books and General Research and Reference Divisions remain in their current locations. Rounding out the complex is the Countee Cullen Regional Branch Library, adjacent to the Center on West 136th Street.

Within the constraints of the fiscal crisis affecting all cultural institutions in New York State, Fiscal Year 1992 will be a year of expanded access and services at the Schomburg Center. Though limited to a four-day a week public service schedule, the Center will utilize available technologies, information dissemination strategies and specially-funded outreach programs to improve access to its vast collections.

It will also foster public understanding of the unique and universal aspects of the African presence in human history (especially in the Americas over the last five hundred years) through its exhibitions, publications, educational and cultural programs.

Among other things, it will continue to catalogue its special collections holdings in the national RLIN data base, providing on-line bibliographic access to the nation's leading research repositories. It will publish, on CD-rom and book form, its Kaiser Index to Black Resources, a 250,000-item index to black periodicals. It will initiate the publication of The Schomburg Library of the Black Experience in the Western Hemisphere: 1942-1992, a 40+ volume compendium of the published literature on the major themes in new work African history and culture. Through the Schomburg Center Schools program, it will distribute 1,000 exhibition portfolios on the "African Presence in the Americas" to New York City public schools; offer its second summer teachers' institute on the same theme; and conduct a year-round program of on-site tours of its exhibitions and facilities to the city schools.

In collaboration with the New York State Columbus Quincentenary Commission, the Center will, through a series of travelling exhibitions and public programs, focus public attention on the role of people of African descent in the making of the Americas. Other travelling exhibitions from the Center will support educational and cultural programming in libraries, archives, museums and cultural centers throughout the state and the nation.

The new facilities will improve management of and access to the Center's special collections for research purposes; support its educational and cultural programs; and offer local, state and national organizations access to quality venues for meetings, conferences, receptions, performance programs and cultural celebrations.

Finally, the Center will continue to collect, preserve and provide access to research materials on the black experience, placing special emphasis on the preservation of documentary resources on the black religious heritage.

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THE NEW YORK PUBLIC LIBRARY:
THE ANDREW HEISKELL LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED:

On December 12, 1991, the Andrew Heiskell Library for the Blind and Physically Handicapped was officially opened to the public. The new facility was made possible by The State of New York, The New York State Dormitory Authority. It replaces the outmoded building at 166 Avenue of the Americas in Soho, which had been occupied by the Library since 1953.

The Library is renamed in honor of the Chairman Emeritus of The New York Public Library and his efforts to galvanize support for the construction of this new building during his tenure as Chairman of the Library's Board of Trustees, from 1981-1990.

As early as 1903, The New York Public Library was actively involved in providing library service to print-impaired readers. When selected in 1931 as one of 12 libraries to participate in the newly-created Library of Congress program of books for blind readers, the Library has already been recognized as an experienced and capable leader in this field. Over the years, The New York Public Library has endeavored to address the changing service requirements of its patrons.

Some time ago, requests were made for a library facility which would be structurally accessible, and would offer readers the opportunity to browse and select their own materials. A place was sought where library patrons could attend programs and meetings, and increase access to the printed word through the use of new technologies. The new facility is located at 40 West 20 Street in Manhattan, between Fifth Avenue and Avenue of the Americas (Sixth Avenue). The wheelchair-accessible building is situated on the south side of 20th Street, near the Avenue of the Americas.

The six-floor Andrew Heiskell Library is the first public library in the country to offer a wide range of Braille, large-print and recorded books accessible to patrons on open shelves.

Braille and large-print signs guide readers through the stacks, and lighting is glare-free. The information desk is near the entrance, but is off to the left, so users can walk freely along the right, using the wall for guidance if necessary.

About 85 percent of the Library's material is still circulated by mail order, as it was at the sight it replaces. To handle that volume -- mailing out 2,500 recorded and Braille books each day and processing incoming material -- the library has a complex, high-tech system adapted from industrial use and guided by computers. It is believed to be the most fully automated system in use by any library for the blind.

Renovated with $16 million appropriated by New York State, the Andrew Heiskell Library is sort of a hybrid -- managed by the New York Public Library, yet part of a Library of Congress network of 53 regional libraries for the blind and physically handicapped. The Library serves all of New York City and Long Island and gets most of its books and recordings from the Library of Congress. The Library now has 14,000 active patrons. The estimated potential number of patrons is 140,000.

The Library has over 515,000 volumes available in various formats. These include: 15,506 volumes in braille; 489,001 volumes of recorded materials; 12,000 volumes in large print; 100 magazine titles; and 43,128 volumes of materials for children. The fiction collection includes best sellers and classics, adventures, mysteries, romances, and science fiction. The non-fiction collection includes biography, cookbooks, current events, fine arts, history, religion, science, sports, and travel.

For further information on the Andrew Heiskell Library, contact the Public Relations Office at 212-221-7676, or fax them at 212-768-7439.

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PUBLIC LIBRARIES:

WHAT IS A PUBLIC LIBRARY - WHAT DOES IT DO?

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A public library provides materials and services to help people of all ages obtain information they need for personal, educational and professional needs. Today's public library is a lifelong learning, cultural and educational center freely accessible to all.

Public libraries circulate over 104 million items a year, the equivalent of 6 items for every man, women and child in New York State. Services reflect the diversity and character of the communities the library serves. Almost all public libraries serve as popular material and community information centers. Many serve as independent learning centers and/or as a preschooler's door to learning. Larger public libraries offer comprehensive reference services, including computer data base searches. All public libraries use interlibrary loan to obtain materials from other libraries. All public libraries also provide recreational reading.

WHERE ARE THEY -- HOW MANY ARE THERE?

The people of New York State are served by 739 chartered public libraries, and over 640 branch libraries and reading centers. A board of trustees governs each library. Most public libraries in New York State are small -- one-half serve communities of less than 5,000 people. The three largest libraries -- the Brooklyn, the New York, and the Queens Borough public libraries -- serve more than 40 percent of the population of the State.

The Regents of The University of the State of New York charter (i.e. incorporate) the public libraries. A library serves a village, town, city, county, school district, a combination of these units, or in exceptional cases a special library district established by the Legislature. These libraries are subject to State Education Law and to the Regulations of the Commissioner of Education. A board of trustees governs each library, with specific powers and responsibilities under Education Law. Each public library board is autonomous. The four major types of public libraries (and the number in the State) are:

Municipal (210). Created by a village, town, city, or county government (5-11 trustees appointed by local government).

Association (393). Created by a membership association. Contracts with a unit of government or a school district to provide library services (5-25 trustees elected by the membership of the association).

School district (127). Created by vote of the school district electorate or a city board of education (5-11 trustees elected by the voters of the district or appointed by a city board of education).

Special district (19). Created by the State Legislature to serve a part of one or more municipalities. Appointment or election of trustees varies, depending on the legislation that established the districts. The following table presents all special library districts in existence as of September 1992:

SPECIAL PUBLIC LIBRARY DISTRICTS IN NEW YORK STATE
[NOTE: references are to New York State Session Laws; these enactments do not appear in either McKinney's or Consolidated Law Service]

L. 1962, C. 972	Shelter Rock Public Library	District established
L. 1963, C. 1017 [further amended by L.1964, C. 779; L. 1966, C. 450; and L. 1973, C. 20]	Uniondale Public Library	District established; did not require voter authorization for establishment
L.1966, C. 853 [further amended by L.1971, C. 515]	Hauppauge Public Library	Authorization to establish not approved by electorate
L. 1968, C. 856 [originally authorized by L.1966, C. 940]	North Shore Community Library	Authorization to establish expired February 15, 1970, as provided in @14
L. 1970, C. 840	Roosevelt Public Library	District established; did not require voter authorization for establishment

L. 1971, C. 834 [originally authorized by L.1969, C. 744 and C.1009][Submits budget request to voters; capital funding request to town board]	Commack Public Library	District established
L. 1973, C. 349 [further amended by L. 1975, C. 372]	Orangetown Public Library	District established
L. 1975, C.592	North Valley Stream Library District	Authorization to establish expired July 1, 1980, in accordance with L. 1978, C. 178
L. 1975, C. 593	Green Acres Library District	Authorization to establish expired July 1, 1980, in accordance with L. 1978, C. 178
L. 1975, C. 847	Franklin Square Library District	Proposal to create not yet voted upon by electorate as provided in @11
L. 1975, C.739	West Hempstead Library District	Proposal to create not yet voted upon by electorate as provided in @11
L. 1977, C. 403 [repealing L. 1963, C. 604]	Lakeview Library District	District established
L. 1977, C. 427	Haverstraw Kings Daughters Library	District established
L. 1985, C. 519 [further amended by L. 1987, C.116] [Town board may not change budget request submitted by library board]	Clifton Park Library District	District established
L. 1987, C. 524	Greater Poughkeepsie Library District	District established
L. 1987, C. 530	Town of Rosendale Library District	District established
L. 1988, C. 158	Town of Hurley Library District	District established
L. 1988, C. 409 [Submits budget request to voters; capital funding request to town board]	Town of East Greenbush Library District	District established
L. 1989, C. 211 [Submits budget request to voters; capital funding request to town board]	Town of Ulster Library District	District established

L. 1989, C. 499 [Submits budget request to voters; capital funding request to town board]	Town of Woodstock Library District	District established
L. 1990, C. 787 [Submits budget request to voters; capital funding request to town board]	City of Troy Library District	rejected by the electorate in 1990
L. 1990, C. 942 [further amended by L. 1991, C. 229] [Submits budget request to voters; capital funding request to town board]	Ethelbert B. Crawford Library District	District established
Exemptions of Already Taxed Areas Within Township Boundary:	1. L. 1957, C. 203- Town of Ballston Public Library 2. L. 1960, C. 642- Town of Greenburgh 3. L. 1961, C.598 - Town of Rye	4. L. 1963, C.614 - Town of Mount Pleasant 5. L. 1964, C.776 - Town of Hamburg
L. 1991, C. 647	Town of Smithtown Public Library District	Rejected by the electorate in 1991
L. 1991, C. 658	Village of Mamaroneck Library District	District established 12/91
L. 1992, C. 723	Town of Saugerties Library District	District established 9/92
L. 1992, C. 615	Seymour Public Library [Establishes a public library district in the towns of Aurelius, Fleming, Owasco, Sennett, Throop and in the City of Auburn, in Cayuga county]	Election to be held 10/14/92
L. 1992, C. 456	Crandall Public Library District [Authorizes creation of public library district for towns of Moreau and Queensbury and the city of Glens Falls]	Election to be held 11/92

Source: Joseph Eisner, "Why Public Library Districts?", THE BOOKMARK, Winter 1991, pp. 132-134, p. 134. Update by the Office of the Honorable Joseph F. Shubert, State Librarian and Assistant Commissioner for Library, The University of the State of New York, The State Education Department, Division of Library Development, The New York State Library, Cultural Education Center, Albany, New York 12230 [August 1992]. For a discussion of the process by which a special district library is created by the New York State Legislature, see "Special Public Library Districts" by Joseph A. Glazer, Esq. (1988) which is attached in Exhibit Five of this Report.

Public Library Systems. The 23 public library systems authorized by Education Law (dating back to 1950) have as members all but 3 of the 739 public libraries in the State. The Board of Regents charters the public library systems, which operate under plans of services approved by the Commissioner of Education.

The 23 public library systems of New York State are:

1. Brooklyn Public Library
2. Buffalo and Erie County Public Library
3. Chautauqua-Cattaraugus Library System
4. Chemung-Southern Tier Library System
5. Clinton-Essex-Franklin Library System
6. Finger Lakes Library System
7. Four County Library System
8. Mid-Hudson Library System
9. Mid-York Library System
10. Mohawk Valley Library Association
11. Monroe County Library System
12. Nassau Library System
13. The New York Public Library
14. Nioga Library System
15. North Country Library System
16. Onondaga County Public Library
17. Pioneer Library System
18. Queens Borough Public Library
19. Ramapo Catskill Library System
20. Southern Adirondack Library System
21. Suffolk Cooperative Library System
22. Upper Hudson Library System
23. Westchester Library System.

Typical functions of a public library system are: coordination of services; extension of service to all parts of the area; cooperative development of central library collections; education and in-service training; experimentation and evaluation; resource sharing through union catalog services, loan of film and video materials, interlibrary loan, interface with the New York State Interlibrary Loan (NYSILL) network and delivery service; and program development.

There are four types of public library systems in New York State. A consolidated system is chartered as a single entity under a board of trustees; all libraries are branches of the main library. These include the Brooklyn Public Library, The New York Public Library and the Queens Borough Public Library.

A federated system is created by action of the board or boards of supervisors or legislature of the county or counties involved, while the members (legally chartered libraries) retain their own independent boards. Clinton-Essex-Franklin Library System, Onondaga County Public Library, and Buffalo and Erie County Public Library are federated library systems.

A cooperative system is an association created by agreement of the boards of chartered member libraries, which retain their autonomy. There are 14 cooperative systems: Chautauqua-Cattaraugus; Finger Lakes; Four County; Mid-Hudson; Mid-York; Mohawk Valley; Nassau; Nioga; North Country; Ramapo Catskill; Southern Adirondack; Suffolk Cooperative; Upper Hudson; and Westchester.

Chemung-Southern Tier and the Pioneer Systems are sometimes identified as cofederated library systems. The Chemung-Southern Tier system was formed as a confederation of the Steele Memorial Library of Chemung County System (a federated system) and the Southern Tier Library System (cooperative). The Pioneer Library System is a confederation of the Livingston (federated), Monroe (federated), Ontario (cooperative), Wayne (federated) and Wyoming (cooperative) county library systems.

Member library boards elect the boards of trustees of cooperative systems. The parent governmental units of consolidated and federated library systems appoint their boards. Each library system has a legally designated central library or cocentral libraries from which member libraries receive system wide reference and interloan services.

Reference and Research Library Resources Systems. Reference and Research Library Resources Systems are regional consortia of libraries in publicly and privately supported colleges and universities, special libraries (both in corporate and not-for-profit organizations), public library systems, and school library systems. The Board of Regents charters the systems, which operate under plans of service approved by the Commissioner of Education. Boundaries of the systems match those of public library systems.

These systems enable academic, hospital, law, business, and other special libraries, public library systems, and school library systems to share resources. They provide interlibrary loan, delivery, database development, reciprocal access, and other services to meet the reference and information needs of library users, students, and faculty of institutions of higher education, the professions, and others. These systems also coordinate and administer such State aid programs as the hospital library services program, the coordinated collection development program, and the regional database program. The hospital program was authorized to bring rural hospital libraries into resource sharing programs. The coordinated collection development program provides grants to public or nonprofit independent colleges or universities that agree to share resources through the reference and research systems.

The reference and research library system boards have the responsibility to work with their members, including the school and public library systems, in keeping current a five-year plan for regional bibliographic databases, and for developing, with the aid of a regional automation committee, annual programs and budgets for accomplishing the plan.

Nine systems cover the entire State. Their members include all 23 public library systems, the 46 school library systems, and about 720 other libraries, including academic and research libraries, special libraries, hospital, and other health agency libraries. Regulations of the Commissioner of Education establish standards of membership. The systems are governed by boards of trustees elected by the membership. These boards include representatives of member libraries, public library systems, and lay persons from the research community served by the system.

School Library Media Centers. New York State has nearly 3,390 school library media centers within school buildings operated by 719 local Boards of Education. Commissioner's Regulations require library media centers in all public schools, but certified library media specialists are required only in secondary schools. Over 3,170 school library media specialists staff the library media centers in public schools.

Some 2.5 million children attend public schools, and over one half million children attend nonpublic schools in the State. The majority of the school districts serve relatively small student populations. Of the 719 public school districts, 648 or 90 percent have enrollments of under 5,000 pupils. Approximately 41 percent of the students are located in the Big Five Cities (New York City, Buffalo, Rochester, Syracuse and Yonkers).

School library media centers are vital, integral components of the total school program. No longer considered adjuncts to classroom learning, New York State's library media centers provide professional and support personnel, resources and services that enable students to become lifelong learners. Certified school library media specialists develop library media skills instruction for students, assist teachers in curriculum planning and design, and manage media centers that make use of automation for library management. Working cooperatively with classroom teachers, library media specialists plan and teach information skills emphasizing cross-disciplinary approaches. New technologies -- telecommunications, electronic bulletin boards, automated catalogs, online database searching -- are rapidly becoming essential components of library media center services. Recognizing the vitality of today's library media center, all members of the school community make frequent use of updated multi-media collections that reflect recent curriculum changes initiated by the Board of Regents. Collections are further enriched by school building participation in School Library Systems, which emphasize collection assessment and development plans in order to facilitate the sharing of resources.

School Library Systems. Resource sharing among school libraries has increased dramatically since 1984 when the State Legislature authorized establishment of a school library systems based within the State's 41 BOCES [Board of Cooperative Educational Services] and 5 Big City school districts. The need for new, varied and expensive materials to support curricula and the need to draw from a growing number of information sources have made it impossible for a school library to stand alone. School library systems enable schools to participate in database development and resource sharing, involving all types of libraries.

Each system is developing a computer-based union catalog that lists member resources in MARC [Machine Readable Catalog] format. Interlibrary loan delivery systems facilitate the sharing of materials of public, academic and other libraries in the region, as well as throughout the State and beyond. In addition to database development and resource sharing, school library systems provide direction and assistance for members in continuing education, cooperative collection development, and long-range planning through district-written Member Plans.

The systems are currently supported by State aid. Systems qualify for aid based on an approved plan of service, while aid is allocated by a formula that takes into account the number of member school districts, the number of pupils served and the square mileage of the system service area in addition to a base grant. Nonpublic schools that meet membership criteria may also join the systems. Some 685 public school districts (95 percent) are members of a school library system, and nearly 500 nonpublic schools also are members.

SCHOOL LIBRARY SYSTEMS OF NEW YORK STATE:

[arranged by the State's nine library regions]

CAPITAL DISTRICT
Albany-Schoharie-Schenectady
Hamilton-Fulton-Montgomery
Saratoga-Warren
Washington-Warren

CENTRAL NEW YORK
Herkimer
Madison-Oneida
Oneida-Madison
Onondaga-Cortland-Madison
Syracuse City

LONG ISLAND
Nassau
Suffolk 1
Suffolk 2
Suffolk 3

METRO
New York City
Putnam-Northern Westchester
Westchester 2
Yonkers City

NORTH COUNTRY
Clinton-Essex
Franklin-Essex
Jefferson-Lewis
Oswego
St. Lawrence-Lewis

ROCHESTER
Livingston-Steuben-Wyoming
Monroe 1
Monroe 2-Orleans
Rochester City

Wayne-Finger Lakes

SOUTH CENTRAL
Broome-Delaware-Tioga
Cayuga-Onondaga
Delaware-Chenango
Otsego-Northern Catskills
Schuyler-Chemung-Tioga
Steuben-Allegany
Tompkins-Seneca-Tioga

SOUTHEASTERN
Dutchess
Orange-Ulster
Rensselaer-Columbia-Greene
Rockland
Sullivan
Ulster

WESTERN NEW YORK
Buffalo City
Cattaraugus-Allegany
Erie 1
Erie2-Chautauqua-Cattaraugus
Genesee-Wyoming
Orleans-Niagara

Institution Libraries. An estimated 112,000 persons are confined in more than 260 public institutions administered by various State agencies, New York City, and the counties. The administrators of these institutions and the agencies of which they are a part determine what library services these institutions provide. There are over 180 libraries in State-operated correctional, youth, mental health, and health facilities.

Chapter 718 of the Laws of 1981 provided outreach funds to each public library system to expand services to several groups, including institutionalized persons. Residents of correctional facilities, hospitals, youth facilities, nursing homes, developmental centers, and psychiatric centers benefit from these services.

Increasing numbers of persons formerly in institutions are now returning to the community. Thus, these people look to their public libraries for the same empowering information upon which they came to rely when library outreach service was extended to them in the institution. Literacy, self-help, and information about community resources are important to people who, for a time, live in institutions and return to their communities.

College and University Libraries. The library resources of colleges and universities are an important part of the State's total library resources. New York State has more institutions of higher education than any other state except California and has the second largest student enrollment. Sixty-nine percent of high school graduates continue their education. In 1988, there were 248 degree-granting institutions of higher education in the State, of which 83 were public, 138 independent, and 27 proprietary. More than 980,000 persons are enrolled in these institutions on a full-time or part-time basis. Of the total student body, 58 percent attend public institutions and 42 percent attend independent and proprietary institutions. About 35 percent of the graduate students and about 63 percent of the undergraduates in the State attend public institutions.

Academic library holdings total 612 million volumes. Of these, almost 67 percent are held by institutions in the independent sector, and almost 33 percent are held by public institutions. Eight university libraries in New York State (Columbia, Cornell, New York University, Rochester, Syracuse, SUNY Albany, SUNY Buffalo, and SUNY Stony Brook) meet the standards of the Association of Research Libraries. (The New York Public Library and the New York State Library are also ARL members.)

The State University of New York (SUNY) is one of two major public higher education systems in the State. Founded in 1948, the SUNY system consists of 4 university centers, 2 health sciences centers, 13 colleges of arts and sciences, 4 specialized colleges, 5 statutory colleges administered in cooperation with Cornell University and Alfred University, 6 colleges of technology, and 30 locally sponsored community colleges.

The State University is governed by a Board of Trustees (appointed by the Governor) that determines the policies to be followed by the 34 State-supported campuses. The community colleges are governed by local boards of trustees. A central administrative unit provides coordinated direction of services to all units of the University. This includes an office for the coordination of SUNY library services.

SUNY library holdings include 14.5 million volumes.

The City University of New York (CUNY) dates from 1847, when the people of New York City established by referendum the Free Academy. The seven municipal colleges became The City University of New York in 1961. The CUNY system (19 units located throughout the five boroughs of metropolitan New York) consists of 11 four-year colleges, 6 two-year colleges, a graduate school and university center, and a school of law.

The City University's governing body is a Board of Trustees. Ten members are appointed by the Governor, and five by the Mayor of the City of New York, all with the advice and consent of the Senate.

CUNY library holdings number over 5.2 million volumes.

The 138 independent colleges and universities of New York are independent educational institutions, each with a charter from the Board of Regents or the Legislature and each with its own Board of Trustees. They include 12 universities, 60 college complexes and colleges, 8 engineering and technical schools, 18 health science centers and specialized colleges, 23 two-year colleges and 17 seminaries.

There are, in addition, 27 proprietary colleges (proprietary colleges are private, profit-making institutions that offer degree programs in business and other fields) such as the Laboratory Institute of Merchandising and the Jamestown Business College. All but two are two-year schools.

Library holdings of independent colleges and universities include almost 37 million volumes and holdings of the proprietary schools include some 105,000 volumes.

Every four years, the Regents prepare a Statewide Plan for the Development of Postsecondary Education in New York State. The Plan provides direction to the colleges and universities of the State and recommends action to the higher education community and to the Governor and the Legislature.

The Regents, through the Plan's, have made their position clear that postsecondary institutions must be actively involved in New York's efforts to assure continued economic growth. Basic and applied research, particularly academic research, is vital to the State's economic health and competitiveness. First-rate academic libraries are essential to research.

The Regents encourage links between universities and industry designed to marshal the resources of both sectors for the purpose of strengthening the State's economy. NYSERNet (the New York State Education and Research Network), a high-speed data network linking universities, industry and Federal laboratories, is an example of a cooperative project designed to increase research capabilities of university faculty and corporate researchers.

Typically, college and university libraries are open to residents of the surrounding community. They maintain resources on economic and other matters that are of use to local business people and of interest to community residents in general.

In 1986, the State increased funding to the nine reference and research library resources systems and to public library systems for automation programs to support bibliographic control and interlibrary sharing. The State also funds a special Coordinated Collection Development Aid program for academic libraries that are members of the nine reference and research library resources systems. The purpose of this program is to coordinate acquisitions and reduce unnecessary duplications in resources held by the academic libraries.

New York State Interlibrary Loan. The New York State Interlibrary Loan (NYSILL) program, established in 1967, is a computerized library network that assures access to research libraries. Library users may gain access to NYSILL through any local library, which first requests its library system to locate and provide the needed material. Requests that cannot be satisfied within the system or region are sent to the State Library from one of the 56 NYSILL telecommunications sites. These requests are sent by microprocessor or other telecommunication equipment to the computer in the Education Department. The New York Sate Library serves as a central resource and referral center for the NYSILL network. The libraries to which it refers requests are:

American Museum of Natural History
Buffalo and Erie County Public Library
Columbia University
Cornell University
Engineering Societies Library
New York Academy of Medicine
The New York Public Library
New York University
Teachers College
Union Theological Seminary

The NYSILL staff can search bibliographic and holdings data in the Regional Medical Library (RML) network and the Research Libraries Network (RLIN). The microcomputer network provides transmission sites access to the State Library's catalog and to other transmission and RML sites. Delivery service has been improved through use of commercial carriers and cooperation with SUNY/OCLC.

A 1985/86 study of interlibrary loan service in New York State provides a basis for improving interlibrary service throughout the State. Increasingly, interlibrary loan is assisted by advances in the computerized database. The study recommended a computer system to link libraries across the State in a combined point-to-point and hierarchical configuration and track all interlibrary loan request. In 1987, the NYSILL system launched Express ILL, a fast-track interlibrary loan service in which a NYSILL site searches the State Library online catalog and automatically creates an interlibrary loan request. State Library staff provide one-day service in filling most Express ILL requests. NYSILL also provides access to the University Microfilm International Articles Clearinghouse series through the State Library.

On March 25, 1991, Joseph F. Shubert, State Librarian and Assistant Commissioner for Libraries, informed Assemblywoman Cynthia Jenkins of the deleterious effect on the NYSILL program which the 1990-91 economic recession has had. As Commissioner Shubert noted, the "purpose of NYSILL is to provide the people of the State access to research materials in the State Library and in private and university collections not normally open to the public. Most of the 2 million interlibrary loans in New York State are made by libraries and systems through regional sharing. NYSILL provides the materials that are not available in the regions. Without such a system, citizens are limited to the information available in their local library or their ability to pay for access to information."

One result of the national economic recession was the elimination in the Governor's Executive Budget for 1991-92 of funding for the New York State Interlibrary Loan program or NYSILL. Accordingly, Commissioner Shubert informed the Directors of each of the NYSILL referral libraries on February 21, 1991 of the following steps required by the elimination of the NYSILL program in the Governor's budget:

> "It is the Education Department's understanding that the Governor's proposal is to eliminate contracts with the NYSILL referral libraries. Our current contract expires March 31, 1991 and it appears that we will be unable to renew our contracts with the NYSILL referral libraries for 1991-92.... [A]ll activity under the existing NYSILL contracts must end by March 31, 1991.
>
> "We expect to maintain the NYSILL telecommunications network and to continue to offer timely, cost-effective interlibrary loan access to both the New York State Library and the transmission sites. We hope that the NYSILL referral libraries will choose to remain as NYSILL transmission sites and will remain suppliers through the network.
>
> "Given the constraints of the budget, the State Library will no longer be able to support University Microfilms, Inc. access for NYSILL transmission sites. The State Library will stop referrals to the UMI Article Clearinghouse on March 1. We are exploring possible options for making this service available in the future."
>
> "...The Importance of the Referral Libraries: NYSILL is serving critical research needs in the State. Much of the material provided by referral libraries is directly related to business, productivity, health, and other government priorities. The State Library's unique, collegial relationship with the NYSILL referral libraries makes research library materials available cost-effectively to the citizens of New York through their local libraries. The State's fiscal situation is requiring major reductions in State Library services...."

OCLC: Online Computer Library Center. OCLC is a computer system serving libraries from its headquarters in Dublin, Ohio. This shared bibliographic system offers a variety of library and information services and serves some 9,400 libraries in 50 states, Canada, Mexico, and Europe. Some 150 of these libraries are in Europe and 475 of the libraries are in New York State, including those that participate through a "group access" program. OCLC began in 1969 as a not-for-profit educational consortium with the objectives of containing increases in library costs and increasing the availability of resources. It maintains a growing database on the order of 19 million bibliographic records and a total of some 300 million item locations. Academic libraries, public library systems, school libraries, and State agency libraries are among OCLC participants.

OCLC services are generally made available through regional networks. In New York State, the State University of New York contracts with OCLC on behalf of all types of libraries and the Assistant Vice Provost for Library Services of the SUNY Central Administration and a staff of 19 persons provide training and related network services. The system is self-supporting through fees charged the member libraries. The SUNY/OCLC network is advised by a 17-member State University of New York Network Advisory Committee (SONAC).

The network operates the OCLC Interlibrary Loan Group Access Program (GAC) through which non-OCLC libraries, usually smaller local libraries of all types, have direct access to the OCLC online interlibrary system. GAC programs are administered regionally by the reference and research library resources systems. The GAC program accounts for some 10 percent of the 240,000 ILL requests the SUNY/OCLC network currently processes each year.

RLIN: Research Libraries Information Network. Ten libraries in New York, including some of the largest research libraries, now participate in the Research Libraries Group, Inc., which includes the Research Libraries Information Network. RLIN members are Columbia University, Cornell University, The New York Public Library, New York University, The New York Historical Society, the University of Rochester, and the four SUNY University Centers. Their combined holdings exceed 30 million volumes. In addition to these "owner libraries," 12 other libraries, including the New York State Library, participate as special member libraries. The RLIN online database includes from New York State 9.5 million bibliographic records, and 33 million in the 36 owner-member research libraries and 68 associate special and affiliate libraries.

MILCS: Metropolitan Interlibrary Cooperative System. Some 3.5 million titles, showing 17.5 million holdings, are recorded in the MILCS database maintained by the New York Public Library. LIONS (Library Information Online Systems) facility. In addition to its online services, LIONS generates a computer-produced microfiche catalog of the NYPL catalog and a single catalog of the holdings of the Brooklyn Public Library and the 82 branches of the New York Public Library. In addition, the MILCS database is used to produce catalogs for libraries in Nassau, Suffolk, and Westchester Counties, and constitutes a major resource for the State.

Government Documents Depository Libraries. The variety and scope of government documents of all jurisdictions offer libraries a rich source of acquisitions to meet the entire range of community needs. Improved awareness of and access to these publications have a high priority.

The State Library (a Regional Depository for Federal publications) and the 92 selective depositories within New York State have developed a coordinated State plan for Federal Depository library service. Elements of the plan are collection and staff development, regional cooperative acquisition and retention, improved communications and bibliographic awareness among depositories, strengthened on-site and interlibrary loan services, and greater emphasis on publicizing the availability of Federal information. An Advisory Council on Federal Depository Library Service was established in 1983 to implement the plan and evaluate accomplishments.

Some 280 libraries in New York State are participants in the New York State Document Depository Program. Libraries in the depository program are chosen on the basis of location and for their ability to maintain a documents collection and make it available to the public, in accordance with responsibilities for their type of depository designation. As a result every New York State resident can consult State government publications in a nearby library.

Under the redesigned program inaugurated on January 1, 1989, the system has almost tripled in size and has broadened to include a wide range of public, academic, school, hospital, system, law and State agency libraries.

Health Information Library Services. The federally funded Regional Medical Library (RML) network, operating under a contract between the New York Academy of Medicine and the National Library of Medicine, provides access to specialized health information resources in the Northeast (RML Region I). In New York State, five libraries serve as resource libraries: Columbia University Health Sciences Library, the Medical Library Center of New York, the New York Academy of Medicine, the State University Health Sciences Center at Buffalo, and the State University Health Sciences Center at Syracuse Library. These libraries have direct access to the State Library's online catalog and the NYSILL telecommunications system through microcomputer terminals. In addition, 17 other New York State libraries serve as Area Libraries in the RML network.

During 1986-87, the five resource libraries received 110,285 Region I interlibrary loan requests from libraries in New York State for health information materials. Of these requests, 89,676 were filled and 12,505 were referred to other libraries. Because the New York Academy of Medicine also serves as a resource library for the NYSILL network, NYSILL requests not filled by the Academy may be switched to RML resource libraries in other states and the National Library of Medicine; RML libraries in New York State may access NYSILL directly. Libraries in New York State are also able to use DOCLINE, the automated interlibrary loan request and referral system developed by the National Library of Medicine.

Since 1981, the New York State Library has contracted with the New York Academy of Medicine to purchase library service coupons for use by the Reference and Research Library Resources Systems. These coupons are used to obtain interlibrary loan services from subcontracting libraries in the RML program. Coupons are allocated by the State Library among the reference and research library systems using a formula based on the number of health-related institutions in each region. Within the regions the coupons are distributed according to a plan developed by each system.

The purpose of this program is to improve access to health information in New York State, make the resources of the RML network directly accessible by libraries in the reference and research library regions, encourage the full use of local and regional health information resources before accessing other resources in the RML and NYSILL networks, and facilitate referrals to the most appropriate locations in both networks.

In addition, the New York State Library has implemented a hospital library service program through the reference and research library systems. The program provides library services to hospital libraries, enabling those libraries to meet standards established by the Regents, and to participate in resource sharing networks.

WHO PAYS FOR THEM?

In 1988 the total public library operating expenditure in New York State was $471 million. The main financial support for public libraries in New York State comes from local public funds ($349 million in 1988). the average per person expenditure for public library service from local funds in 1988 was $26.83, less than an annual subscription to "Sports Illustrated." Many public libraries operate with small budgets; in 1988, almost one out of three had a total budget of less than $25,000.

Most of the $55.7 million in State aid for public library service is paid to library systems which provide both services and grants to member libraries. Although State aid for libraries has increased over the last decade, in 1977 it comprised 16% of the total public library expenditure, and in 1990 it comprises proportionately LESS at 12%.

NETWORKING

A public library user can tap into the vast resources of all types of libraries in New York State, the United States and Canada through the public library's membership in their public library system. The systems and technology make it possible for all libraries to provide higher levels of information service to library users, no matter how small or geographically isolated the community.

HOW ARE PUBLIC LIBRARIES CHANGING -- HOW SHOULD THEY CHANGE?

Libraries must change to reflect the needs of their communities. Library boards and staff in leading libraries of all sizes are analyzing community needs, planning for library services, and using technology. Libraries must become accessible to new readers, persons with disabilities, and people who speak and read languages other than English. More than 280 main libraries located in small communities are inaccessible to people with disabilities.

Rapid advances in technology will assist public libraries, no matter what size community they serve, to become electronic doorways to information for their users. Public libraries, as educational institutions, will certain continue to serve independent learners of all ages as well as those enrolled in formal programs. Millions of adults learning to read depend upon their public libraries, and librarians are reaching out to serve others who need help in learning to read. In an age which is "information rich but knowledge poor," the public library is a vital access point for the citizens of New York State.

EXHIBIT TWO
FIVE PUBLIC HEARINGS
NEW YORK STATE ASSEMBLY SUB-COMMITTEE ON LIBRARIES

EXHIBIT TWO, PART 1:

ASSEMBLY SUBCOMMITTEE ON LIBRARIES

PUBLIC HEARING: "NEEDS OF LIBRARIES IN WESTERN NEW YORK"

Niagara Branch Library, 280 Porter Road
Buffalo, New York

December 9, 1987 10:00 a.m.

TRANSCRIPTION BY:

Donna M, Yahner 731 Hampton Avenue
Schenectady, New York 12309
(518) 372-1883
[hereinafter, sourced as Buffalo Hearing]

LEGISLATORS PRESENT:

ASSEMBLYWOMAN CYNTHIA JENKINS, Chairwoman
Assembly Subcommittee on Libraries

ASSEMBLYMAN THOMAS DiNAPOLI, Member
Assembly Subcommittee on Libraries

ASSEMBLYMAN Hugh MacNeil, Member
Assembly Subcommittee on Libraries

WITNESSES:

Joseph Shubert, Commissioner
New York State Library

Elaine Panty
Friends of Riverside Library

Donald H. Cloudsley, Director
Buffalo and Erie County Library

Elaine Challacombe
Rochester Library Delegation

Linda Bretz
Rochester Library Delegation

June Glaser
Eastman Dental Center

Herbert Finch, Director
Cornell University Library

David Ban, Principal
Public School 76

Charles Newman, Director
Edward H. Butler Library
Buffalo State College

John Lane, Chairman of Board of Trustees
Buffalo and Erie County Public Library

Fred Keller
Motion Picture Director

Charles Fall, Retired Professor
State University of New York at Buffalo

Richard O. Hopkins, Trustee
Buffalo and Erie County Public Library

James Pitts, Councilman

Antoinette Barnes
Library User

Carol Kearney, Director of School Libraries
Buffalo Public Schools

Eva Noles
Friends of North Jefferson Library

Michael Lavin, Librarian

Kariamu Amin, Teacher
Martin Luther King School

Michelle Farrell
Olean Public Library Delegation

Shirley Johnstone
Olean Public Library Delegation

Marion Boone
Olean Public Library Delegation
Charlotte O'Dey
Olean Public Library Delegation

Maureen Curry, Director
Olean Public Library

Jane Treinin, Activities Director
Nazareth Nursing Home

Mary DeLesine, Friend
North Jefferson Library

Brenda Plowden
CAO Headstart

Janice Batisti
Niagara Day Care Center

Cassandra Simmons, Teacher
St. Augustine's School

Cuanshared Palmer, Student

Juba Lomotey, Student

Kathy McCormick, Manager
Timon Towers

Rose O'Neil
Timon Towers

Gertrude Kent
Timon Towers

Wallace Mohn, Deputy Director
Buffalo and Erie County Public Library

Reynold Scott, Retired Teacher
Friend, North Jefferson Library

Beth Garmon, Trustee
Lackawanna Public Library

Dr. William F. Leonard, Trustee
Eden Free Library

Patricia Easton, Director
Lancaster Public Library

John Dray
Erie County Holding Center

Maryann Casey, Asst Deputy Director
Buffalo and Erie County Public Library

Larry Johnson, Correctional Officer
Erie County Correctional Facility

Peggy and Marguerite Gorcheck
Friends, North Park Library

Joyce Boone, College Student

Edward Saunders, Friend
Kensington Library

Dorothy Tetra
Nazareth Lutheran School

Sr. Monica, Teacher
Our Lady of the Sacred Heart

Barbara Long
School 77

Walter Hay
Townline Elementary School

Sharon Holley, Librarian
Afro-American Historical Assn. of Niagara Frontier

Josephine Bargnes
NYS Association of Library Boards

Mary Bobinski, Director
Amherst Library

Karen Adamski, Principal
Holy Spirit School

Patricia Thuman, Activities Director
United Church Home

William Miles, Asst. Deputy Director
Buffalo and Erie County Public Library

Michael Mahaney

Joseph Ermer, President
Librarians Association

Elaine Zimmerman, Director
Cheektowaga Public Library

EXCERPTS FROM TESTIMONY AT THE PUBLIC HEARING:

ASSEMBLYWOMAN JENKINS: "I'd like for my colleagues to introduce themselves so you can hear their voices. After they introduce themselves, Assemblyman MacNeil -- he's a Republican, but he's a good guy -- he's going to give the ground rules of the hearing.

Tom, do you want to introduce yourself and say something about yourself."[Buffalo Hearing, p. 8]

ASSEMBLYMAN DI NAPOLI: "I'm Assemblyman Tom DiNapoli from Long Island. I've never been a librarian, I'm sorry to say, but I've learned a lot from my colleague, Cynthia Jenkins, who I have the honor and privilege to sit next to on the floor of the Assembly. She has asked me to serve on her Library Subcommittee; this is my first official duty as being a new member of that Subcommittee and I look forward to learning a lot from you today."[Buffalo Hearing, p. 8]

ASSEMBLYMAN MACNEIL: "I'm Sam MacNeil and I'm from Ithaca, New York --the home of education." [Buffalo Hearing, p. 8]

ASSEMBLYWOMAN JENKINS: "True." [Buffalo Hearing, p. 8]

ASSEMBLYMAN MACNEIL: "We're here to hear your testimony this morning and we'd be delighted to do so. But due to the number of speakers and due to the airline schedules of people that have to leave -- and we want Cynthia Jenkins to hear every word that is possible to hear -- we would like to request that libraries only have one spokesperson, and that we limit as best as possible to five minutes per person to deliver the message. Most of the time in meetings like this there will be a lot of repetition or redundancy, and if we can eliminate that we would appreciate it very much.

Cynthia, you have the first speaker." [Buffalo Hearing, p. 9]

ASSEMBLYWOMAN JENKINS: "The first speaker is our top librarian in the state -- everybody knows him -- Joe Shubert." [Buffalo Hearing, p. 9]

JOSEPH SHUBERT: "Thank you, Assemblywoman Jenkins. It's a pleasure to testify at this first hearing in Buffalo. ... I'll just comment on a few things ... because [my] ... statement really describes a statewide service network of some 7,000 libraries in this state.

"I think it's important to begin with the 737 public libraries and their branches because they constitute one of the most remarkable constellations of educational institutions in this whole country. They include the largest public library in the world, the New York Public Library, and several other major libraries including the Buffalo and Erie County Public Library, but most of the libraries in this state are small. More than half of the public libraries in this state serve a population of less than 5,000 people. And yet, these libraries are remarkably heavily used. As the statement indicates, they will loan probably 100 million books this year. Library use has been going up every year since 1978. We see it increasing week by week and month by month.

"I have in the statement some statistics on library support and library use. It points out that 70 percent of the support of public libraries is local tax money. About 16 percent of public libraries' income is from gifts, grants and endowments, and 12 1/2 percent is from state aid. I think the basic question is what do the citizens of this state get for their money? I've indicated in there the fact that the average New Yorker borrows six books a year from his public library. ... The fact that most people that use library books also use journals and reference services. If you added up the cost of all those materials that the average person in the state uses, it would cost over $1,000 to buy those materials at a public bookstore. And so there is a very good return on the tax dollars for public libraries.

"And yet, the scarce funds for public libraries make very uneven service throughout the state. We have 36 public libraries in this state that are open only six hours a week. We have many libraries that are completely locked up on Saturday and Sunday, and too many libraries that are not open enough evenings. Book funds are limited in too many libraries.

"The average public library spent $3.47 per capita last year for books and materials. If you bought Time at the newsstand for two weeks, you would have in those two purchases spent more than the average public library per capita expenditure for a whole year in New York State.

"Twenty-five miles south of here, the North Collins Public Memorial Library had less than $4,000 to spend for books in 1986. That worked out to be $1.03 per person. In other words, they could buy one book for every 18 people during the course of a year.

"These limited funds mean a lot of other things that aren't available in libraries: children's librarians, inadequate reference books and services. That's why the Regents 1988 Legislative Proposal requests the legislature to enact a new Local Library Services Aid Program that would provide forty cents per capita to each public library in the state, or a minimum Local Library Services Aid Grant of $3,500.

"The public library systems are the mainstay of libraries because they offer many services to the local public libraries. But the time has come to provide direct aid to help support quality library service.

"Then I have in the statement a brief statement about public libraries as educational institutions. Our public libraries serve children long before they enter school; they serve them throughout their school years; and they serve people as adults through their entire lives. And services are adapted to the needs of library users. As their interests change, library services meet those needs.

"And also, library services follow people whether they are mobile or immobile. When we think about immobilized people, we think about the full service branch of the Buffalo and Erie County Public Library at the County Correctional Facility. And we think about the talking book service to hundreds of people in their homes throughout Western New York. Those things are terribly important because they mean living in the world for many people who are otherwise shut out of the world.

"Senator Moynihan wrote recently that, 'We're the first nation in history to raise a complete generation of children in poverty.' That's why the public libraries are so concerned about parent and child services. The dropout problem often begins before a child enters school, because we know what a child learns before school, and attitudes toward reading and to learning to a large extent determine what that child will do in school. Our public library story hours, our toddler programs, summer reading clubs and books to read programs, they're the means by which parents can help their children start well in reading and learning and living. We need to have those in all our libraries of the state.

"... And so, the statement makes clear that aid for public library services should be increased. ... And despite the increases we have had in aid in the last few years, I think its important to know that our state aid proportion of public library support is smaller today than it was ten years ago: it's 12 1/2 percent now, and back in 1977 it was 14 percent.

"The statement also speaks about the important services of reference and research library resources systems and of our college libraries and why they're important to all the people of the state. It speaks about school libraries and school library systems. And I think it's important to note that some of our school libraries are the very best in the nation. But we still have more than 1,300 elementary school buildings in this state that don't have a full-time librarian. How can you call it a library without a librarian? It's a room with some books in it. For this reason, the Regents are recommending in the State Aid for Schools $5 million to encourage school districts to recruit and retain elementary school librarians.

"All school libraries need more books. They acquire at the present rate less than one book per child per year. You can imagine the range of interests that need to be covered in making decisions on buying so few books.

"Last week in Albany we had 135 people in from the school library systems reviewing how the systems can work better. Our proposal is for a significant increase in school library system funding to enable these school library systems to proceed with their automation programs and their various support programs.

"The statement also includes some important information about automation and how libraries are using technology. Our recommendations for increasing those funds as regional automation funds and then increases in the public library support and school library systems support for automation purposes.

"Then finally, I would like to just take a minute to speak about our vision .... But after all, we're talking about more than 17 million people to be served by our libraries and we're talking about the services of more than 7,000 libraries. These services for the most part are supported by local taxpayers, schools and universities. State aid is a small part of the total support, but it's a powerful incentive that produces additional community and local support.

"Public library construction aid, for instance, usually generates five dollars in local matching funds for every state construction dollar. State aid for outreach, books, health information services, minority scholarships and everyday library services is important to accomplishing the objectives of Speaker Miller, the Governor and all of us who are concerned about our population and our communities.

"We're very proud of the libraries that we have in the state and the way they serve the people of the state, but we're also aware of how much more there is to be done. That's why we have underway the first external evaluation of library systems and services since 1966, why statewide committees are at work at further use of technology and standards for quality service, access to government information, outreach to special populations and services to people at risk.

"We hope that in 1988 the legislature will give libraries the resources they need as educational institutions ready to serve every member of the community. Thank you." [Buffalo Report, pp. 9-18]

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DONALD CLOUDSLEY: "... I am the director of the Buffalo and Erie County Public Library. First, I thank you for coming, all of you, to take time out of your busy schedules to come to Buffalo to hear the concerns of trustees, librarians and friends of libraries, as we struggle, in our case, to restore the library system to its pre-1976 level.

"More than a decade has passed since in late 1975 we received the first warning that all was not well on the Erie County financial front. During the intervening years, we have lost heavy industry, the area has at times had the highest unemployment rate in the state, and we have lost population at an alarming rate. Now as officials attempt to attract new industry to Western New York, the need for information accelerates. Database searching, which is expensive, is required on a daily basis. Library technology has become more sophisticated as more and more services become automated. If ever, now is the time for a mass infusion of state aid for public libraries.

"In 1987, the Buffalo and Erie County Public Library's operating budget is more than $14 million. After fringe benefits are paid by Erie County, that figure will rise to slightly more than $17 million. The latest State Education Department statistics show average per capita support for libraries in New York is $15.62, while Erie County's is $12.66. Our per capital expenditures for books according to those same statistics is $1.63, while the state average is $3.17.

"Many of our public departments in the Central building are not open every hour that the building itself is open. Book collections in many of our libraries are too small, not enough books can be purchased, replacements are disregarded entirely in some libraries, and often buildings are too small or in disrepair. While there are those who believe that public libraries should be a local issue, with so many mandates placed upon local budgets by the state, it is high time the state legislature increased state aid to libraries significantly.

"There are many good things about this library system, but it becomes increasingly difficult to serve the public even just adequately because of low budgets. We try to raise funds privately, but libraries are the responsibility of government -- at all levels. It must be hard to believe but we maintain a large central library in downtown Buffalo, 15 city branches, 37 libraries outside the city limits, two bookmobiles, and maintain a fine library in the County Home and Infirmary and two new and expanded libraries in the Holding Center in downtown Buffalo as well as in the Correctional Facility. We maintain the Ram Van which serves preschool children primarily and a small van known as the Lookie Bookie that serves the elderly in retirement homes.

"We were able to obtain a grant of a quarter of a million dollars for a center in the Library. Previously, we could not do it because of the funding problem. Now we can serve those looking for a second career, others who wish to change careers, students, people who have recently joined the ranks of the unemployed, those who are underemployed and literacy [sic] tutors. Our Business and Labor Department, one of our busiest, serves lawyers, bankers, businessmen, students, and continues to hold workshops of various kinds.

"Our Science Department serves a large clientele and does database searching for various types of information. Database searching occupies hours of staff time each day as do patent searches. Our Music

Department is second to none. We have one of the largest sheet music collections among public libraries in the nation, and our NBC Symphony Toscanini collection is extremely valuable and serves the Buffalo Philharmonic as well as others in the community.

"Our Rare Book Room contains the original Huckleberry Finn manuscript as well as thousands of other valuable books, papers and documents and is consulted by people from throughout the world. We have opened two branch libraries within the last year, one of which received state construction aid. However, the valuable services this library system offers are all performed with dollars that must stretch too far. We have increased services and added buildings but have dropped from a staff of 576 to 405. We have libraries without trained people and book collections that are too small. Please give us some meaningful help.

"Presently, a statewide committee is revising public library standards. In its draft proposal, the committee has recommended that 15 percent of a public library's operating budget be spent for books and library materials. While I commend the requirement, there are many libraries and library systems in the state, including the Buffalo and Erie County Public Library, which will have difficulty meeting that standard. Presently, we devote 11 percent of our library budget to books and library materials and will again do so in 1988, even though we have budgeted nearly $1,750,000 for books for next year, an increase of $207,000 or 13 percent. While the goal of 15 percent is laudable, many libraries around the state will need tremendous help from the state legislature in order to reach it.

"Unrestricted state aid ... is an absolute necessity..... An increase in formula funding which is unrestricted is of paramount importance. I suspect that this ranks at the top of the list of requirements of each of the state's 22 system directors. Formula funding may be applied where it is needed, and while grants for special programs such as literacy, outreach and construction are vital, library systems are in dire need of meat and potatoes for their operating budgets, rather than restrictive grants.

"Four million dollars for library construction which would be an annual appropriation under the NYLA Bill is really only a token amount when you consider that it has been estimated that nearly $95 million is for building renovation, alteration, rehabilitation and replacement. Again, the proposed public library standards would dictate that many buildings are too small to accommodate the populations that they are required to serve. Book collections in public libraries throughout the state would be inadequate according to the proposed standards. Here in Erie County alone, the collections in 10 buildings would be substantially too small. Again, an increase in state aid will help alleviate the situation.

"Until the state provides at least 20 percent of a library's operating budget, public library service will remain inadequate. Here in Erie County, the percentage of our budget which has been supplied through state aid has averaged about 12 percent for several years, and this apparently is true throughout the state.

"At the present time, libraries across the state receive $70 million in state aid. Of that total, less than $54 million goes to public libraries. Aid to schools now totals $7.5 billion. While librarians have no quarrel with financial aid to schools, we certainly do question the fact that such a small percentage of the education dollar goes toward libraries. Approximately 17.6 percent of the current state budget goes to schools in the form of financial aid while slightly more than one-tenth of one percent goes to public libraries. This should never be permitted to happen. Public libraries are an integral part of the educational system for children and students as well as adults who are continuing their education beyond their formal school years. As the Buffalo News stated in a recent editorial, 'Good public libraries are vital to good education.'..." [Buffalo Hearing, pp. 19-26]

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ELAINE PANTY: "... As President of the Friends of the Riverside Library, I have been addressing county legislatures at their annual budget hearings since 1976. That is the year the budget was cut so very badly we went from one of the ten best systems in the country to the bottom of the barrel.

"I now have the opportunity to address you as a member of the state legislature on this same topic: underfunding. If the Buffalo and Erie County Library system is to survive, it needs revenue to do the job. County funding hasn't even kept up with the county budget, it will only keep us in the ball park -- forget about home plate, that's off in the future.

"The dollar figures being proposed for books, library materials, literacy, outreach, youth program services, construction and the rest will be a help. There is still long way to go to restore our system to its former state of excellence. There should never be a year without a library budget being given very serious and thoughtful monetary consideration. To leave libraries out entirely is appalling.

"The libraries should not have to compete with education, for example, because the two should be considered as dovetailing their services to enrich and help the people of their community. You can no longer afford to turn people away, and making patrons wait three to four weeks for a book will do just that. The only microfilm machine in the system doesn't work; it also destroys the microfilm record should you try to use it. That doesn't help the researcher or student trying to do a paper, or the person who just wants to locate some information.

"I think it is a sad commentary that I should have to take time from my job to come here and point out what is visible for people in your position to see. You have all the facts and statistics at your disposal, but sometimes figures don't convey the true picture.

"If necessary, I will gladly sacrifice another working day to personally conduct you through the Buffalo and Erie County Public Library System. You will be able to assess first-hand the seriousness of our plight. ..."[Buffalo Hearing, pp.27-29]

...

HOWARD WRIGHT: "I am a user of the Talking Book Program and have been for 25 years. Fortunately for you, I don't have a prepared speech; it won't take me very long to tell you what I have to say. It's mostly that the program has been an open door for me to the world in that the subjects covered in the library are varied with such things as government, finance, gardening, money management, Medicare, Social Security -- any subject you can mention practically is available to me. It's also available to Spanish-speaking people, because many books are recorded in that language.

"As you probably most all know, the records are recorded on flexible disks and cassettes. The cassettes require an inspection and working over and that takes people. Fortunately, you as a legislator have provided funds in the past two years, I think $90,000 each year, so that the State Library for the Blind could hire some extra people to improve the cassettes and upgrade the service.

"We have, naturally, a request and I think Mrs. Wright will read that; it's very short." [Buffalo Hearing, pp. 29-30]

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MRS. HOWARD WRIGHT: "Actually, it's a thank you for the $90,000. I'm speaking on behalf of the library, requesting your favorable attention to a new bill which apparently proposes $37 per client to be included in the budget this year. That's for the blind client. We're served from your neighbor in Albany. Thank you."[Buffalo Hearing, p. 30]

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LINDA BRETZ: "I'm ... Director of the Rochester Public Library and Monroe County Library System. ... It's no secret to this committee that libraries across the state are in need of additional funds. Regardless of type, many, if not most, are understaffed and undersupported at a time when demands upon them continue to increase.

"The state has focused its efforts upon support of library systems in the belief that the coordinated efforts of systems can help to improve the delivery of library service to citizens. This is quite true, for the development of systems and the services they provide has become as important to libraries as BOCES operations are to local school districts.

"Unfortunately, the level of state support to systems has never been adequate to the need, and only in recent years have increased in aid to systems, most of which are wholly dependent upon state funding for their existence, come less than what is required to maintain adequate levels of service during "off" years. I am here today to plead for a more consistent approach to state support for library systems so that they can develop and deliver to their constituent libraries the kinds of services they must have on an ongoing basis.

"I am also here to focus attention on the unmet needs of the public library, which must be recognized as the most important educational institution serving the learning and information needs of the vast out-of-school population, as well as complementing and supplementing the work of the formal educational system at all levels.

"For manly years now, the complex technological society we live in has been called 'the information society.' That is not an idly-applied appellation, for it should be information that drives our society. What we don't know can hurt us, disenfranchise us, cost us money, lead us to make poor decisions for ourselves and our communities and leave us at the mercy of those who know what we do not.

"The public library is the principal and best source that has ever been devised for access to information and enlightenment. Yet we persist in viewing the public library through eyes focussed on an earlier time. In the late 19th and early 20th centuries, it might have made sense to consider the public library a purely local option, a nice place to be established and supported by whatever local effort might be achievable, but that outdated mode of thought does not serve for this portion of the 20th century and will be utterly inadequate for the 21st.

"Local funds alone can no more support adequate and competent public library service in all areas of our state than they were able to support adequate schools. State funding is required to help public libraries achieve acceptable service levels and bring balance and equity to the world of public library financing. Systems, however well funded they might be, cannot be expected to make up for basic inadequacies among their member libraries any more than BOCES can make up for inadequacies in their constituent school districts. The public libraries of Western New York need help...." [Buffalo Hearing, pp. 31-34]

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ELAINE CHALLACOMBE: "... I'm Head Librarian for the Margaret Woodbury Strong Museum in Rochester, and I'm Chairwoman of the Rochester Regional Library Council's Advisory Committee of Library and System Directors. My testimony today is presented on behalf of the 60 member libraries and library systems of the Rochester Regional Library Council. I will also speak directly about my perception of library needs from the perspective of a museum library.

"... As multi-type library systems, the mission of the nine reference and research library systems is to facilitate libraries working together to meet the research and informational needs and interests of the people of New York. They are comprised of all types of libraries: academic, research, hospital, law, business and other special libraries, public library systems and school library systems. Each member has its own primary constituency, mission and responsibilities for which it has related goals. The uniqueness of the 3R's is that they encompass all types of libraries and provide the framework needed for developing cooperative activities aimed at the common good.

"The Strong Museum collects, preserves, interprets and exhibits historical materials produced and used between 1820 and 1940 in the Northeastern United States. The collections are used as the basis for advancing understanding of customs, traditions, attitudes and lifestyles of ordinary Americans. The library supports the staff in its research for the production of public programs. We are unusual because we make our rare and out-of-prints collections available on a walk-in basis to the public, including students of all ages and the handicapped.

"Library council membership allows us to increase our user public through interlibrary loan and automation projects. Council membership provides a forum for information sharing in areas of professional growth and activity, collection development and conservation and preservation. Through a series of 3R's conservation/preservation workshops funded by a grant from the New York State Conservation/Preservation Discretionary Grant Fund, my staff expanded their skills to better conserve the resources we have. We are now able to encapsulate fragile pieces so that they can be used, and construct phase boxes which stabilize a damaged book until full care can be afforded.

"As a privately funded, public institution, our financial resources are limited. Cooperative efforts such as the Rochester Regional Library Council enable me to provide quality public service and support the museum staff in its ongoing program of educational activity.

"Resource sharing requires that libraries have good collections and strong local service. The Rochester Regional Library Council supports aid increases for all types of libraries: public library and system aid, academic library coordinated collection development aid, school library collection and school library system aid, and increases in the hospital library services program. We urge you to extend the coordinated collection development aid to research libraries in museums and other non-profit institutions and to bring psychiatric and developmental center professional libraries into the hospital library services program.

"Resource sharing is being greatly facilitated by effective use of technology, although we have barely begun to take advantage of its potential for bibliographic control, communication and information transfer. We urge you to support increases in the Regional Bibliographic Databases and Interlibrary Resources Sharing Programs and to permit each region, at its option, to use a portion of the additional funds for regional automation consultant services to provide technical assistance to the libraries and systems of the region.

"Resource sharing is ineffective if materials are not moved rapidly between libraries. Many of the 3R's have regional delivery systems, but compared to the increased speed of bibliographic access, document delivery is slow. Regional delivery systems need to be improved and regions linked to provide statewide service. To improve user access to library materials through a rapid and efficient document delivery system among libraries, we urge you to seek a new annual appropriation to provide each region with funds to support inter-regional delivery. "Libraries of New York State have become very conscious of the need for conservation and preservation, but only the largest can have trained staff dedicated to preservation. The 3R's are helping through continuing education and committee activity, and we urge you to support cooperative efforts by funding, for regional coordination and consulting, a technical assistance program as recommended by Our Memory At Risk.

"Growth in regional cooperation is what the 3R's Councils exist for, yet the 3R's Councils are in some danger of being swamped by success. The METRO, New York City and Westchester 3R's, for example, now has 218 members, 56 more than it had last year. This is counting public library systems, school library systems and large universities with multiple libraries and single members. These new members receive newsletters and other communications, continuing education, publications, back-up reference, interlibrary loan and delivery and other member services. State aid, however, has no per-member formula factor in 3R's money to meet the costs generated by new members and new services.

"In addition, 3R's Councils now administer many new cooperative programs such as the Hospital Services program, the Regional Automation Program and the Coordinated Collection Development Program. Substantially increased funding is needed for the Councils just to keep pace with the growth in members and services which has already taken place. ..." [Buffalo Hearing, pp. 34-41]

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JUNE GLASER: "... I am ... the Librarian of the Eastman Dental Center which is located in Rochester. The Eastman Dental Center is a not-for-profit institution dedicated to post-doctoral education, dental research and dental care.

"I am also here because I am the coordinator of the Upstate New York and Ontario Chapter and New York/New Jersey Chapter of the Medical Library Association. I represent both chapters on the NYLA legislative committee.

"In the testimony that I prepared for the 1988 New York State Regents Legislative Conference in September, I stated that the health sciences libraries had four proprietary items:

1) The medical interlibrary loan program and the automation of bibliographic resources of the libraries in New York State.
2) The expansion of the Hospital Library Services Program to include first the psychiatric centers and developmental centers, and then other health sciences institutions.
3) The development and/or improvement of patient libraries.
4) The delivery of health care information to the consumer.

"At this time, members of the Governmental Relations Committees of both MLA chapters are preparing position papers on each of the items. However, I thought it appropriate to just give you some of the highlights and share with you some of the issues under discussion and share with you some of the preliminary reports.

"The health sciences librarians strongly favor the continuation of the medical interlibrary loan program. This program has encouraged cooperation and enabled libraries throughout the state to share their resources through a fast and efficient interlibrary loan network.

"They also support the continuation of the Regents three-part strategic plan for continued automation of bibliographic resources. The plan called for the increased use of technology to develop a statewide database of machine-readable bibliographic and non-bibliographic records and to augment resource sharing or 'networking' within the regional reference library systems. The third part of the program called for 'a strong and formal automation consulting capability within the State Library and through an informal network of practitioners in the state.' This program is scheduled to run through 1989 and is supported by state and federal funds.

"To update you on the progress of the program, with the exception of METRO, a substantial number of the libraries' card catalog records have been converted into machine-readable records. In fact, several of the 3R's are now moving into the next phase of the program and instituting programs to improve access to library materials and to create local and regional on-line linking of the bibliographic databases.

"The health science librarians favor the expansion of the Health Hospital Library Services Program. At present, the HLSP specifically excludes the health care libraries diagnostic, treatment and/or academic research centers, nursing homes, home health agencies, veterinary hospitals, psychiatric hospitals, veterans or federally-operated facilities and for-profit hospitals.

"The health science librarians favor the expansion of the program to include, first, the libraries in accredited psychiatric and developmental centers, excluding for-profit and federal facilities. Presently there are 33 psychiatric centers and 21 developmental centers that fall outside the Hospital Library Services Program. Health professionals working in these facilities, or in a community-based facilities connected to these centers, are often geographically quite remote from other hospital libraries and find it difficult to keep up with the information they need for patient care, continuing education and training, etc.

"Expanding the Hospital Library Services Program would benefit both the health professionals affiliated with these psychiatric and developmental centers, as well as all the other 3R's network participants who would then gain access to these specialized materials in these centers' collections. This proposed expansion calls for the establishment of criteria for participation and standards similar to those used for the standards for the hospitals in the Hospital Library Services Program. It further calls for an increase in the overall funding of the Hospital Library Services Program to provide sufficient support to the nine 3R's councils to operate the program and to have additional staff in the New York State Library's Division of Library Development to support the expansion of this program.

"Most of these 'excluded libraries' are members of the regional resource sharing groups and are part of the state network of health science libraries. Their collections augment the collections of the hospitals and large academic centers, and they serve the professional staffs of their institutions, all of whom need continuing education materials to keep their skills current.

"The third and fourth issues concern the provision of health information for the consumer and/or patient in the hospital or in the out-patient setting. In 1985, the NYLA Patients' Library Committee conducted a survey of 320 libraries. Seventy institutions responded, only half of these had a health collection either in their patient library or on their book cart library. Yet, with the shorter length of hospital stays, it is most important for the patient and his family to have practical information concerning his illness before he leaves the hospital.

"If a change is made in the wording of the Hospital Library Services Program to allow consumer health information services to be included, then patients' libraries could be one of the alternatives for providing this service. The health science librarians, in cooperation with the public, academic, hospital and patient librarians are beginning to explore linkages between libraries and to address the needs of the patients and other health consumers. Resources might be allocated to enhance patients' libraries through the extension of the Hospital Library Services Program.

"The general public is also demanding more consumer health information. The well person wants to know about a particular health program, wants clarification of what his physician or dentist said, wants to know the latest preventive medical information, exercise regimes, diet or nutrition programs, etc. Sometimes he or she comes to the hospital library, or, in my instance, the dental library.

"Many health science librarians feel that they are not equipped to deal with the general public and that this should be the responsibility of the public libraries. The medical librarians and the public librarians need to build bridges between them so that they can work together to deliver health care information to the consumer. The librarians in the hospitals and academic centers, for the most part, feel that their role should be more as consultants or advisors indicating which types of materials would be most useful in disseminating health information. Networks and resource sharing should be encouraged. Once again, this program would probably best be developed under the umbrella of the 3R's councils but clearly placed in public libraries.

"As mentioned at the beginning of my testimony, all of the above issues -- library automation, expansion of the Hospital Library Services Program, patient education and consumer health information -- are being considered by the two New York Chapters of the Medical Library Association. We will keep you informed of our progress and call for your support of our issues, all of which require some additional funding. Our goal is to enhance the health information resources of both our users: the providers of health care and for the health consumer. Knowledge and prevention leads to better health and reduced health care costs...." [Buffalo Hearing, pp. 41-49]

ASSEMBLYMAN MACNEIL: "We would like to hear each and every word that you would like to say regarding funding for libraries. We, all of us here, are an advocacy group for you. There might be 210 other people that may not be, but we are your advocacy group. ..."[Buffalo Hearing, p. 49]

JOYCE EVERINGHAM: "I am Joyce Everingham, the Director of the Buffalo 3R's. ...

"As the Executive Director of the Western New York Library Resources Council, I have recently had two experiences I ... attended the annual conference of the Virginia Library Association. In two separate meetings, academic, public and school librarians spoke of their inability to satisfy the needs of their users. They noted that their library patrons are becoming very sophisticated and very, very demanding. They spoke at length about the need in Virginia for a library network much like the one that we have in New York State.

"I came away from that conference feeling very lucky to live in New York State where we do have public library systems, school library systems and the 3R's councils.

Last week a local corporate librarian called our office. Her firm is establishing a library for another branch of their corporation in a western state. This librarian had been trying to locate a multi-type network out there so that library could have the same access to resources that her library has here in Buffalo. She hadn't found any help and she called my office to see what we could do.

"After an equally unsuccessful search, I called their state library where I learned that there is no system of multi-type networks in that state. I wish you could have heard my local librarian's response when I reported the findings to her. In summary, her question was, 'How can a corporate research library, with its highly specialized needs, efficiently fill the requests of its users?'

"Now these two incidents have made me particularly sensitive to the value of the 3R's and to the part they play in library service in New York State. More than that, it has increased my appreciation for the importance of those libraries and library systems which cooperate through the 3R's to provide the information and materials required by Western New Yorkers.

"From my vantage point as the director of the 3R's in Buffalo, I see Western New York libraries of all types stretching their financial resources to the very limit to fill the needs and to increase access to materials. My own council bites every penny and stretches every dollar.

"I would suggest to you that New York has been blessed by the past legislation which has established a successful arrangement of libraries and of systems. The Library Omnibus Bill this year offers this legislature the opportunity to maintain these systems at a high level of success and a high service level to help us to maintain services in today's economy. It is important, it's essential and it requires urgent attention. ..."[Buffalo Hearing, pp. 50-53]

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MARY BRINK: Good morning. My name is Mary Brink and I am the Executive Director of the Nioga Library System, a public library system serving the public libraries in Niagara, Genesee and Orleans Counties.

"Nioga is a cooperative public library system with 21 autonomous member libraries. Most of the member libraries serve small rural communities.

"Of course, the first priority for library legislation in 1988 is an increase in the overall formula funding for public library systems. Nioga needs this increase to maintain its services to its members. We need it even more if we are to expand services to our members. We need the increase to maintain and expand basic services such as: centralized ordering and processing, consultant services, interlibrary loan, delivery of materials and in-service training for our member libraries, many of whom do not have their library degrees and depend upon the system for basic information.

"We need the increase to buy more materials. We need it for books, periodicals, films and videos. We need the increase to buy new equipment and replace old equipment such as projectors, video players, computer terminals.

"I would also like to speak in favor of the proposed funding for youth services. ... Having been the Youth Services consultant at Nioga before I became the Executive Director, I can speak from experience about the need for this funding.

"One of Nioga's weakest service areas is in providing library service to young adults. We have no young adult specialist at the system level, and only one of our 21 members have a young adult librarian on its staff. ... Without this funding we will be hard pressed to strengthen services to young adults. ...Thank you." [Buffalo Hearing, pp. 53-55]

ASSEMBLYWOMAN JENKINS: "You'll be happy to know that the legislation is out of bill drafting. Eve brought it to me today and I signed it and he's going to take it back for a number. Barbara Long." [Buffalo Hearing, p. 55]

BARBARA LONG: "My name is Barbara Long and I'm the Assistant Principal at School 77, and I'm here to talk on behalf of the Bookmobile. I have nothing but praise for the Bookmobile Program sponsored by the Erie County Library. First, we receive service from the Bookmobile twice a month on consecutive Mondays. As these people arrive at our school with a trailer full of books to tempt my students, the entire staff in the library are very helpful with the children in picking out the books for their interest and their topics, and they pick it for the right age group so they don't take a book out of their age group that they won't be able to read.

"This service is most valuable to our younger students who sometimes are not able to walk to the public library. As assistant principal, it is my duty to set up programs that come into our school, Because of the way everything is run, they make my job so easy, they just come in and they take over. These people are very helpful and very friendly. This is a wonderful service and our school greatly appreciates it and I hope that this is not a place where if there are cuts to be made, this will not be the place.

"With me I brought two students. I brought a second grade student, Jose Sedda, who's extremely nervous because he thinks that -- he's just nervous to talk in front of you, and a fifth grader, Colleen Ellis, who would just like to talk briefly." [Buffalo Hearing, pp. 55-57]

ASSEMBLYWOMAN JENKINS: "Tell him not to be nervous. I used to be a children's librarian."[Buffalo Hearing, p. 57]

COLLEEN ELLIS: "I like the bookmobile a lot because they help us with the books, and like if we don't know where to look they help us look for something. You just have to ask and they just say, over there. They're real helpful."[Buffalo Hearing, p. 57]

JOSE SEDDA: "I think the bookmobile is nice because they let you pick and read them. I would like the bookmobile to come to our school."[Buffalo Hearing, p. 57]

...

JAMES PITTS: "My name is James Pitts and I'm councilman for the Elicottt (phonetic) District in the City of Buffalo. I'm also the majority leader for the common council and I'm here today to address this subcommittee because I feel this subject is very important. I feel that the libraries in our city and our county are resources of wisdom that deserve to be funded adequately and deserve to be given all of those things that are necessary to carry out what we feel are important resources to building our communities and also teaching our children.

"I'm here because as a legislator in the city of Buffalo, there are two libraries located in my district, the Martin Luther King Library which is at the Town Gardens Plaza, and also the Central Library, which is in downtown Buffalo. I'm here to ask for your support to give the libraries what they need because in this day and age, as a legislator, I have seen how priorities have somehow become mixed up, where in fact we see more monies are given to bombs and planes rather than to books and teachers. And I'm here to say that I feel that this topic is so very important that I should be here to testify before this committee and to give my support to that.

"I'm also here to say that one of the situations that you are reviewing today is how can we increase and improve those services, and I feel that not only should we keep those bookmobiles and not only should we keep all those services that we have there, but we should increase the outreach and we should also increase the number of libraries that we have in the city and in the county.

"But there's a peculiar problem that exists as well, and as an urban legislator, one of those things that I think is important for us to consider with all of the problems that exist within the central city is the question of role models. When we talk about the librarian and the library, we see that as a resource within our community and, in fact, an oasis in our community. And one of the problems that exists when you talk about cuts and you talk about budget decisions that are made at the county level, we see that in the urban areas, those libraries are the ones that somehow seem to go first.

Also, if we look at the makeup of the Erie County Library System, we see that those role models are not there for many of the children who could benefit from the services of increased library services. And what I would like to do is read a letter that I sent to then Edward J. Rutkowsky, who was the County Executive back in 1979, and I would like to read this into the record and have it considered because the concerns and the problems that were raised then, still exist today.

"'Dear County Executive Rutkowski:

"'It has been brought to my attention that the number of minority persons working within the Buffalo and Erie County Public Library System is very small. Coupled with this, I am told that there is only one minority who could be considered in an administrative position throughout the entire system and I am very concerned about this and would like to know what efforts are being made to improve that situation.

"'Presently the Buffalo and Erie County Public Library System consists of 19 libraries in Buffalo and 34 libraries outside the City of Buffalo. The total budget, 'at that time, 'was $10.1 million, with the county supplying 86 percent of the operating costs. The library system is managed by a 15-member board of trustees appointed by yourself with approval of the county legislature, and one-third of the members selected from the nominees of the mayor of Buffalo.

"'This Board of Trustees has no minority members on it,' there are some now, 'yet this Board of Trustees is responsible for over 200 professional employees and over 400 clerical and blue collar employees that are considered full-time. It has been pointed out that the percentage of minorities in the professional ranks amounts to 3 percent, and the other full-time employee categories, only 4 percent. There are no full-time Spanish-speaking or Native American employees in the history of the Buffalo and Erie County Public Library System; there has never been a minority director or deputy director. Also, the 34 libraries outside the City of Buffalo have no minority members on their Board of Trustees, in fact, there is only one minority working full-time in any of these 34 contracting libraries.'

"'This situation is most amazing and efforts should be made to rectify it as soon as possible. There presently exists an affirmative action program concerning the Buffalo Library System and there is a definite need for one. The facts speak for themselves and I would appreciate whatever efforts your office can make to rectify it. I would like to discuss this matter with you at your earliest convenience. Please contact me with a time most convenient.'

"I read this letter because I am here also appealing to you that as we ask for support and more funding for libraries, let us also ask the county to commit itself to bring role models from the minority and Spanish-speaking communities and put them in professional positions so that we can have those reservoirs of wisdom who can teach our children Winnie the Pooh, Huckleberry Finn, Sherlock Holmes, all of those people that I've acquainted myself with and also that resource over to the Central Library. I hear and I bring that stuff to you because I think it's important to you as you consider that bill to attach an affirmative action requirement that would increase minority professional participation...."[Buffalo Hearing, pp. 57-63]

...

ELEANOR THOMPSON: "... I am from School 59 Science Magnet which is located on the corner of Filmore and Best. The bookmobile visits our school twice a month. Since our school is in a disadvantaged neighborhood, we feel that it is extremely important for the children to have access to a public library because it is difficult for parents to transport them by car, by bus to a neighborhood library since there really are not many of them.

"We feel that by having the bookmobile, it is creating a habit for the children at an early age that they want to obtain books and from there on in, that habit, which starts at an early age, will continue. We all know that habits begin at an early age. Please let us have them continue the bookmobile so that we can have good habits start at an early age for our children.

"These are two children from our school, this is Arthur Hall and David Ganson, who are very, very good students who frequent the library and the bookmobile." [Buffalo Hearing, pp. 63-64]

...

ANTIONETTE BARNES: "My name is Antionette Barnes. I'm a patron of the library. I used the services for the visually impaired. And like many of you, I have a wish list of things I would like to see the library have. I would like to see more staffing for the library because right now, the services for the visually impaired is only opened two days a week and it is getting enough public relations spread now that it is being used more, but when people want to use it, they're stuck to two days a week. It's not too convenient and especially if you don't have the equipment, like V-Tech and the Kurzweil reader.

"Also, I would like to see a lot of the services extended to the branches. For example, if they had a V-Tech in the branch libraries, the low-vision blind and the elderly could use, a lot of the elderly are starting to go blind. It raises the print, it magnifies the print. And I'd like to see more equipment in the visually-impaired room because if one person is using a brailler and another person needs it, then he's out of luck, or he has to make an appointment to use the brailler. Also, there have been a couple of times when I've had occasion to use the typewriter and if we had some typewriters for student use, or for patrons use, something like a little typewriter, like this typewriter can type regular print and also large print and it can also serve as a computer printer.

"The director who's in charge for the services for the visually impaired, she would like to have more staffing and possibly an assistant, and we were wondering if we could have a blind person trained for this, or someone who is trained in library services who is blind or visually impaired be able to do this. That's kind of what I would like to see for the library. Having our own visually-impaired room, it does provide access for the blind so they can also use the library and function in the community. Thank you."[Buffalo Hearing, pp. 64-66]

...

CAROL KEARNEY: "My name is Carol Kearney and I'm the Director of School Libraries for the Buffalo Public Schools. I appreciate the opportunity to be able to speak with you this morning on a couple of issues relative to funding and priorities for public education as they affect school library services.

"One of the goals of the Regents Action Plan is that each student will develop a life-long commitment to learning. The library media center program is one of the most important tools in achieving this goal. The Library Media Center Program is integral to the total instructional program. It provides students with a firm foundation in research study skills through the instruction of the library media skills curriculum guide, kindergarten through grade 12. It provides students with necessary resources to give them first-hand experience in research together with providing students with individual assistance. It provides students the resources to practice both of these skills. It provides students with the confidence that they have the skills necessary to look at and find out about any new idea.

"In light of the important role of school libraries, I would like to address three specific issues. First of all, this is the third year of New York State aid for library materials which provides school districts with $2 per pupil for both public and non-public school children for library resources. These additional funds have provided resources to our students which have made a very real difference in their researching of their instruction projects. These funds have supplemented our local library budget funded by our school district. Today the average cost of a book is $12. Our local funds provide $3 per pupil, which buys about one-quarter of a book. This additional $2 per pupil has been very helpful. I would like to encourage that amount to be raised to $6 per pupil and for a maintenance of effort clause to be included in that law so that those funds supplement and do end up supplementing in school districts.

"Legislation has provided for the establishment of school library systems in our state. The Buffalo School Library System, though just three years old, provides excellent service to students and teachers with interlibrary loan of materials to support specific units of study. This program has been most important to our students and teachers in their completion of their various research assignments. And this program needs to continue to grow and expand.

"Finally, in order for the Library Media Center Program to function properly, for the teaching of research study skills to take place, for assistance to be given to students as they work on instructional assignments, for library resources to be selected, organized and ready to be used by students, there needs to be a library staff, a professional staff -- a librarian to work with teachers and students, organized and in order for students to use.

"Therefore, I would like to offer for your consideration the following recommendations: Because the research process is basic to the instructional program for students, and the quality and quantity of student research is dependent upon the availability of resources, the New York State Aid for Library Materials should be raised to $6 per pupil and include that maintenance of effort clause.

"Because the school library system has provided an excellent beginning to resource sharing among school libraries, and because this process must continue and expand, the school library system's budget must continue to increase.

"And finally, because the Library Media Center Program provides support for all curricular areas, the teaching of an organized curriculum, of research study skills, individual assistance and research, and a reading and writing motivational program, there must be a librarian and a support staff member at both the elementary and secondary levels. A fully staffed library Media Center Program in all schools in New York State must be a priority in public education...."[Buffalo Hearing, pp. 66-70]

TIFFANY HECKNEY: "Good morning. My name is Tiffany Heckney. I'm a senior at Hutch Tech (phonetic) High School.

"I come before you today to tell you a little bit about our school library. The relationship that exists between my library and me is one of warmth, happiness and exploration. It's warm because in the library I find a friend, one I can look into and find information -- information from a variety of sources that will make me a better by expanding my knowledge and understanding and even peaking my curiosity.

"This friend of mine allows me to explore its contents and come out with numerous facts that allow me to receive good grades on term papers and speeches that are required in certain courses.

"The happiness comes about because the library gives me the opportunity to inquire about subjects that make me happy -- subjects like mysteries, love stories and even talking. I'm a member of the debate team and I can clearly state that because of the library, the Hutch Tech debate team was well prepared to debate on tough topics such as 'should Foreign Immigration Laws Be Changed,' 'Should the Death Penalty be Reinstated in New York State,' 'should the 22nd Amendment be Changed." If it had not been for the resources in our library we could not have been prepared. It makes me happy to know that we have researched the topic well and are ready to conquer anyone who disputes our side.

"The combination of warmth and happiness equal exploration. They give me the want to explore what else makes me warm, other things that may or may not make me happy. You see, without the school library, information would be harder to obtain, no longer would this book or that book be just down the hall, around the corner, down the steps. It would be down the street, on the expressway, over the bridge. Time would be lost going to outside libraries.

"My school and I are extremely grateful to you. The money you have given our library has helped buy reference books, fiction and non-fiction books, periodicals, the list goes on. Since the average cost of a library book in a secondary school is $15, it is essential that we continue to receive state money, and if possible, an increase in the amount allotted per pupil.

"Access to materials through interlibrary loan is also imperative. Thank you."[Buffalo Hearing, pp. 70-73]

YOLANDA MELSON: "Hello, my name is Yolanda Melson and I am a sophomore at Bennett High School.

"Because of the increased amount of information available today, it is very important that people learn how to find the information that they need for a particular purpose. Many teachers at our school assign research projects to increase the ability of their students to find and organize their information. Most students begin to work on their assignments in the school library. They use encyclopedias, specialized reference books and magazines for their specific needs. Often classes meet in the library to begin their projects with the help of their teachers and the school librarians. Students then work independently in the school library and in the public library to complete their assignment. In this way students become comfortable in finding information in the future when they need it.

"I would like to share with you an experience working as a monitor in the school library. Yesterday I helped a senior find information on an assignment on drugs. He needed to find magazine articles about controlling drug traffic. I helped him to use the reader's guide and to use pamphlets. Some students who need help in the library won't ask an adult because of their authority, but will come to a student monitor for help. So I will help them use encyclopedias, reference books, and I will also help them find the books that are needed for their projects.

"Each week I work with the interlibrary loan. We get a list of requests from other schools for materials they need. I look in the card catalog and locate materials we can lend to them for their students. From my experience in Bennett's Library, I believe schools need the continued support from the state to help students learn to find and use information. ..."[Buffalo Hearing, pp. 73-75]

VOICE: "I would like to introduce this young citizen. His name is Richard and he's in grade two at the Early Childhood Center at Delevan and Main Street. The Early Childhood Center houses boys and girls from about age four to about age seven. So even though Richard is small in stature, he represents our senior class."[Buffalo Hearing, p. 75]

RICHARD: "In our library there are many things. Sometimes we watch shows, we have puppet shows, we do research about dinosaurs, we use encyclopedias, we look the words up, we take books out, especially dinosaurs, chapter books and books like Thompkin and Vanessa (phonetic)."[Buffalo Hearing, p. 75]

ERIC ALLEN: "My name is Eric Allen. I'm an eighth grade student from Olmsted 56. I'd like to say greetings to Assemblywoman Jenkins and all the other Assemblyman here today.

"The library is, in my view, the most important and fundamental part of our school system today. Books remain the simplest and most reliable source of storing information, and without them there would be no education. Even computers and microfilm are now housed and expected to be housed in most libraries, for today's students must be taught how to live in tomorrow's world.

"Every day a vast amount of reports and assignments are given to students all over New York State, reports that require research, reports that without libraries would be impossible to complete. I can't tell you how many times I've used our school library for research, not just given by a teacher, but on my own initiative. For example, I've done excessive research in advanced mathematics using our library. School libraries make students want to learn more than just what's taught in class and discover on their own, the more thorough and up to date the better. ..." [Buffalo Hearing, pp. 75-77]

DAVE BAN: "[I am] ... the Principal of School 76 here in Buffalo. It's a bilingual school and I'd like to make this statement in support of the library at our school and the importance of libraries in the public schools. I have, for one, seen the importance of them both in research and literary skills that are imparted to students that come through our particular community which is a heavily infiltrated Hispanic community.

"The importance of it is something that I'd like to state in support of the importance of the library at our particular school. Children spend many hours both during the school day and after the school day utilizing the library. The aspect of the use of the library is something that is limited to the children, but many parents seek to utilize the library in particular because of the volume of Spanish material that we have. The majority of our students come from Puerto Rico, they come from a low socio-economic area. Most of the reasons why most of the Hispanics move from Puerto Rico to this particular mainland is economic reasons, so therefore we do not get the highly literate. The importance of the library in this school in the community such as ours is something that I'd like to emphasize this morning."
[Buffalo Hearing, pp. 77-78]

KATHERINE ANDERSON-MILLER: "... I am the president of the Buffalo School Librarians. On behalf of the Buffalo School Librarians, I would like to thank you for the two dollars you have given us in state funding. This money is in addition to our regular budget for maintenance and operational expenses.

"However, in the case across the state where these funds are often absorbed into a district's budget, libraries never see
this as additional monies. The state funding has been used in various ways to assist our programs. One year the money was used to update reference materials so that our students could have the most current information available when doing research. It has also been used to assist our interlibrary loan program which has supported many of our school programs who have limited resources. With the ever-rising increase in the cost of books and materials, there is a need for additional funding.

"In closing, I would like to encourage each and every one of you to support the maintenance and effort clause and to help our libraries and children grow with knowledge. **Remember, information isn't power but finding it is....**"[Emphasis added] [Buffalo Hearing, pp. 78-79]

KATHY HEXLER: "... I'm Director of the Buffalo School Library System. The school library system is a network of public and non-public schools in the City of Buffalo. There are about 26 non-public schools which joined with all of the public schools in forming that network. You've heard people talk about interlibrary loan, that's what our system is about.

"I'm here to express my appreciation to our state legislature for its outstanding support of libraries in the state, and particularly for recognizing the importance of school libraries. As an educator, I am very proud to live in a state whose mission is excellence in education. There cannot be a commitment to excellence in education without a commitment to excellence in school libraries. When the state pioneered in the development of school library systems three years ago, a first step was taken in bringing the small-in-size-but-the-large-in-number school libraries into the state network. ...

"...[F]irst ... there should not be a dichotomy between support of public libraries and support for school libraries. Learning to use a library for information, not just academic, but also to solve everyday problems should become an early, ingrained habit, not so much for those in our society who can afford to buy books in book stores or subscribe to electronic services, but for those in our society who find themselves at the bottom of the economic latter. I would like to see our school libraries as the place where students learn skills not only that serve them in higher education, but skills that enable them to seek out in public libraries information that will help them raise their children, fix their cars, cook nutritious meals, interview for a job -- survival skills.

"...[S]econd ... the formula for school library system funding, as wonderful as it is, has one element of illogic in it. The factor of the number of participants, that is the number of schools, the number of members in the network, is not included in the formula for funding, while the number of school districts is heavily weighted. The net result is that for a city like Buffalo, which has one district and many members, we have 96 participants, is very unrealistic and I believe unfair."[Buffalo Hearing, pp. 79-82]

PAUL LEBONSKI: "... I'm employed by the local Board of Education as a librarian in the kindergarten through eight school. I asked some of our students to write letters, particularly about the bookmobile.

"Some of the responses: 'They have great fishing books. They have great boating books. The bookmobile has great music books. One reason I like the bookmobile is because they have a lot of football books. If they don't have what you ask for, they will order it. They are very nice people in that they work with you.'

"The consensus was that the bookmobile was important to supplement my library. These children, Christina Virgil and Phillip Hargrove, recently were doing a project on Betsy Ross. Did my library have books for the project? No, so the bookmobile helped us. Phillip was doing a project on George Washington and we found that we didn't have enough books. So where did we get the extra books for your project?

"Obviously, the bookmobile is supplementing our program. They are successful as far as we're concerned with insufficient funding and we're wondering how much more they could do with sufficient funding. ..." [Buffalo Hearing, pp. 82-83]

MAUREEN CURRY: "I'm ... Director of the Olean Public Library. Olean is a co-central library of the Chautauqua-Cattaraugus Library System. We are 70 miles away from here, a very rural community of 20,000 people nestled in the foothills of the Allegany Mountains. The whole county of Cattaraugus County is 81,000. We have an annual operating budget of $477,000; $75,000 of that income comes from outside sources including $31,000 in central library development aid. Our other income comes from grants for program activities, gallery exhibits, poetry and literature programs, storytelling, film and video. We've responded to the needs of the people in our rural community.

"There's a quote in the business world which says in business you never stand still, you either grow or you fall behind. So it is with public libraries. Within the last decade, the Olean Public Library has become the most widely-used educational and cultural institution in the city in the surrounding area, the true state-of-the-art library for its size. But in the past few years, we've had to reduce services and hours like many public libraries across the state.

"For example, Olean Public Library hours were reduced from 72 hours to 66 hours per week. We close down Sundays. We shortened our Saturday hours. The film room closed after 5 p.m. on weekdays and all day on weekends. In 1986 we purchased 1,000 fewer books than we did in 1985. We are falling behind and probably will never keep pace with the necessary bread-and-butter services because of the sporadic increases in the state funding to libraries in the past 29 years.

"I was interested in the young man, the 8th grade students who talked about books and how important they are. They're important to all kinds of libraries.

"We've had to tighten our belts, and we've done that. We've also had to grants. We inaugurated a volunteer program in order to survive, and I brought on of my volunteers here with me today as well as two other users to let you know the importance of what they feel about the library.

"But what seems to be happening is the fact that we do all these things and yet we make it so that when you walk into a library everything looks like it's okay, but it's not okay. What has happened is that there is an erosion of the tax dollars that have been invested. Book collections are not being updated, repaired, preserved and purchased. For example, in 1974 we purchased 4,402 titles at a cost of $13,000. In 1986 we could only purchase 3,052 books at a cost of $27,000. The price has doubled but with a less number of books.

"As a rural central library we enjoy the pleasure of receiving approximately $21,000 annually for the purchase of research and technical materials to have available to all the residents in our rural county. We are the back-up for all those small, one-person units in Cattaraugus County. What a wonderful gift. However, over the years we've had to provide funds from our local budgets to shelve that collection, and I estimated the number of shelves and the cost and that's about a $15,000 investment. That's one-third of the shelf space which we have in our library and we are running out of shelf space even though our library is only 15 years old in our new location.

"The Central Library Development Grant is $31,000. That pays for the reference services and benefits for the reference librarian to begin to carry on the functions of the reference and information service. This doesn't even begin to cover the costs. We did a recent cost-finding survey and it revealed that it cost $115,000 to operate this service 66 hours per week.

"Now for my recommendations as a director of a rural central library, it's my Christmas wish list: increases in the general fund every year. Library costs rise every year. Targeted programs are wonderful, innovative, but they have the weakness of assuming that we have identical needs across New York State. We don't have identical needs; some of them are the same, but we'd like to have that autonomy to choose the ways in which we wish to spend the money. So I am all for increases in general funding.

"The minimum aid factor to the rural library system: central libraries must be increased in the rural areas at a decent percentage level. You heard from Mary Brink, Executive Director of the Nioga Library System. They serve a similar population in our area and I endorse everything that she said about the small rural units. We have those same kinds of problems. I hear those wonderful stories about the bookmobile. If they're wonderful here in the city; it's absolutely marvelous out in the rural areas.

"Bread-and-butter services serve more people every year with a wider and greater variety and number of activities. Direct state aid to public libraries would be wonderful. However, if it's tied to the minimum standards that causes me a bit of trouble at this point because unless direct grants and aids are made available to those libraries to bring them up to the standards of what you expect of us, there's going to be libraries which won't be able to make it. How did we get that way? It's because of a lack of state aid and local support. I'm not blaming it totally on the state aid, but I do feel there's been a lack of it. That would be the carrot, if there's direct grants and aid.

"I'd like to draw a parallel to this. I read in the newspaper when the schools have a problem with adding classrooms onto their schools for a special target group or whatever, it's a matter of the community passing a referendum. But most of that is an aidable expense. I feel that in order to bring our libraries up to standard, using that as kind of an example, why couldn't we have direct aid to these libraries so that the communities could bring libraries up so that they do meet the minimum standards and then it's up to the local community to take it from there. I'd like to see state aid and the locals as a partnership. I don't think we should rely on the state, in fact, I wouldn't want to rely on the state because I wouldn't want the state telling me what mandates I had to do. I like to use my own initiative.

"And then what does it take to have your subcommittee be made a committee? I feel aid to public libraries should be discussed at the same table as aid to education. We are in the same business.

"Lastly, legislative initiatives or member items. I have to speak about that because I know that all of you worked with Assemblyman Dan Walsh, he was from Franklinville and Olean. He provided us with three years of member items, and that's what really made the difference in the services of our Olean Public Library. It's brought us up. We are spending more money on books. We've had Infotrack. We actually have a computer. So the idea is that we have the same needs in the rural area that you have in the urban areas and we'd like you to take that into consideration.

"I am concerned about the minimum aid to central libraries and the minimum aid to public library systems in New York State...." [Buffalo Hearing, pp. 83-90]

HERBERT FINCH: "I'm ... from Cornell University Libraries. I'm also a member of the board of trustees of the 3R's region in Southern New York. ... I am concerned about the things that have been stated this morning and I want to emphasize a couple of places where I think the legislature can be particularly helpful to us and a couple of things that need special attention.

"We need the state to set standards to be achieved and not to erect obstacles that we have to clear when we're trying to deal with library problems. The existing programs need better coordination and we need less regulation. We need clear statements from the state as to what it expects from its library programs and institutions and a sense that the state has confidence in the librarians to accomplish those expectations. The best single thing to address this would be to strengthen the staffing of the State Library and the State Library Development office so that they're able to support the systems that are already in place. ...

"Librarians also need a funding program that will allow us to plan realistically and that does not hold these vital public services and resources hostage to political whims. We need to know with some confidence that initiatives that are widely beneficial will not have to take up the begging bowl for support. Competitive grants are not always the appropriate way to distribute support, and although member bills certainly have helped many of us on individual occasions, they are not the way to build a strong state program.

"You know better than I do how this funding can be done and how to work it through the state legislature, but it seems to me as I sit in Ithaca, 150 miles or so from Albany, that a legislative committee devoted exclusively to library issues would be a great help.

"Let me mention then two issues that need specific attention, primarily in academic libraries but not exclusively in academic libraries. We have problems that come on us because of what we've been in the past and also problems of what we want to be in the future. Particularly, New York State libraries are responsible for a vast body of material that's collectively described as the 'memory of civilization', the 'great cultural heritage.' There are more of these older books and resources in New York State than probably any other state in the nation and are at risk because of inadequate housing and because of the chemical composition of their paper. Cornell and other academic libraries, and in many cases public libraries, need money to build and renovate suitable space and to conduct comprehensive preservation and conservation programs.

"Since the Omnibus Bill of 1984, we've been able to begin to do this at Cornell. Where we had no people working in this area before, we now have four professionals largely funded by that state bill and by an equal amount of money that we have been able to raise because those people are there from outside sources so that we now have in place a program that not only addresses Cornell's needs, but that helps to train. We have internships that help to train conservators for other libraries. We do on-the-scene workshops for library staff members in ways of continuing education, and we were able to do it because of that Omnibus Bill providing us beginning funding for our conservation program. Many plans are in place for it but the funding needs to be accomplished and that's something that has to go where librarians can't tread, and we need a consistent series of increments that will support it.

"At the same time we look ahead to problems that we have and they were just mentioned a moment ago in terms of providing the automated services and systems that the New York State libraries need to provide service to the industries and the farms, the research institutions of this state, and to develop the communications networks so that we can acquire the information and deliver it to the point of use better than we've been doing up to now.

"Basically, as you know, there are three rules in computer work: change is the only thing that's constant, automation never saves money and the first thing you try is probably not going to be the right one. But we've made some very significant steps in the automation area and we need to have consistent state support that will allow us to continue to address the future for New York State libraries. ..." [Buffalo Hearing, pp. 90-95]

MARGARET LYNCH: "I'm ... the Assistant Deputy Director in charge of technical services at the Buffalo and Erie County Public library. I'm here to speak to you about ... library automation.

"The long-range plan for library service to the people of New York State acknowledges that all major functions in most libraries will make use of computers and associated technology. Automation at the Buffalo and Erie County Public Library is the largest, most far-reaching, progressive step we have ever taken toward greater efficiency and service to our patrons. It is also the most expensive and the most labor intensive undertaking in anyone's memory.

"In 1981, Erie County appropriated $2.4 million in capital funds for equipment and software for the automation of our circulation system. As we have 52 libraries in our system, this is an enormous project. There has, in addition, been local support for other automation activities such as OCLC, our cataloging procedure, database searching and other in-house business activities which the library has undertaken.

"I mention these activities to illustrate that despite financial burdens in Erie County in the 198O's, there has been a strong local commitment to automation because automation is the key to optimizing the utilization of our resources, both material and our personnel. But hardware and software alone are not enough to do this job. We need people -- people to put an estimated four million items into our database, a database which now, six years into the process of automating our circulation, is only half completed due to financial constraints.

"Almost all of the activity thus far has been achieved through grant funding, $430,000 worth at last count. But no matter how good when it's purchased, hardware does become outdated. Software is superseded by new developments in the field. Large databases like Buffalo/Erie's can now be handled more efficiently with new technology -- technology we have not been able to afford. In the words of that famous philosopher Pogo, I guess you could say we are confronted with insurmountable opportunities.

"The problem, of course, is that it all costs and it costs a great deal. We know it's worth it and what we can bring to our patrons: instant information, complete information, the most recent information and materials possible, answers to all kinds of questions we could only ask before we can now answer through automation.

"Sixty thousand dollars per year for automation activities is now provided to each public library system by New York State through the Regional Database Program. That money has enabled us to put eight community libraries on line this year alone and we thank you for that. We also ask now that it be increased ....

"We have so many projects to see to fruition: completion of our circulation system, public access catalogs, CD ROM, micro computer applications, all of which will help this library system to share the wealth of resources in its great collection. One of the automation goals listed in Libraries and Technology, which is our state automation plan, is access to information by all residents of New York State, both in information traditionally available in libraries and to current information and referral services.

"Another goal is resource sharing by libraries within the state. We are looking to the state now to help us further these automation efforts. The promise is there and the need is very great...."[Buffalo Hearing, pp. 95-99]

MICHAEL MABANEY: "... I am a consultant with the Buffalo and Erie County Public Library, but I do not represent here any specific library or any individual library within the county library system. This is really to all concerned parties and it deals with a specific clientele.

"Most of us possess a priceless gift. It helps us in our work, it makes education possible. It enables us to find our, way across the street or to find our way around the earth. It opens our minds to worlds that might have been and to worlds that are yet undiscovered. It's something we can share with our children and it is definitely the greatest inheritance we can leave them. It is the ability to read.

"Today in Western New York there are an estimated 100,000 functionally illiterate adults; 100,000 adults who can't complete employment applications or pass Civil Service tests; 100,000 adults who can't understand road maps or read street signs; 100,000 who don't comprehend the warnings written on medicine, on household cleaning supplies or industrial products; 100,000 adults who can't read their children a bedtime story.

"At the Buffalo and Erie County Public Library we've assigned adult literacy a very high priority. We've opened a department in the central library designed to meet the specific needs of the undereducated and the underemployed, a place where they can ask for the help they need and find the materials they need to help themselves. We've distributed materials to more than 40 of our community libraries, items designed to promote reading, to improve comprehension skills, and help the functionally illiterate to cope with basic human demands in society.

"We've become part of a regional coalition whose various components instruct, advise and encourage adult learners, opening doors they never knew existed. But the Buffalo and Erie County Public Library and indeed all the public libraries in New York state need help.

" ... The public library is free to everyone. No one is excluded from it. But we need help to serve the special needs of the functionally illiterate members of our community. ..." [Buffalo Hearing, pp. 99-102]

BETH GANNON: "I'm ... the President of the Lackawanna Library Board which is a contracting board with the Buffalo System. ... [I] think we've shown what a marvelous group of people we all are, you and we together, to care this much about library people, that we would spend all this time being patient with one another. ...

"I think there are two things that I would ask of you. You are not our adversaries, I realize that, but I would ask two things of you. One is that when you go back to Albany, that you take our system into consideration in its uniqueness because we are different from the systems that are statewide. The other is, that you take into consideration that any money that you give to us that are assimilated into the county budget will do us no good unless you provide that somehow the money comes directly to us so that we can use it as we see fit and we see where the needs are. If it's tied into the Erie County system, then it's taken away from the money that we're already getting and we will be no farther ahead...."[Buffalo Hearing, pp. 102-103]

MARY CONWAY: "... I'm also from Lackawanna. I'm a patron at Lackawanna. I use the library constantly. I listened to a lot of people talk here today and I agree with all of them. I know the need is there for young people, for research, and all the things they talked about at school, but there's also the need that I'd like to talk about and that's the fact that they've opened our minds to reading and we've learned how much we still have to learn, so don't take our libraries away. Give us the chance to go on with our education. "[Buffalo Hearing, pp. 103-104]

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"Well, we could use a couple of computers and we could use a new electric typewriter, not the manual typewriter, an electric one. And we're open in the mornings at 8:30 to 4:30, five days per week. On holidays we don't work, or Saturdays or Sundays, so, and I guess we have a very good clientele out there and they really go for the library and they make it their business.

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"... [T]he one area that I look at mainly is the law section. I don't know if the people in Albany or the state legislature realize but courts mandate so many things. Just for instance, the Erie County Correctional Facility Library has a law section which we estimate cost Erie County $60,000 two years ago when we moved into the new facility. Most of this cost was due to a 1983 class action suit that went before Federal Judge John Curtin here in Buffalo. ...

"In that action, he came out with all kinds of things that county libraries should have. Just for example, we're supposed to have Shepperd's U.S. Citations from 1943 to present and keep them updated, Shepperd's Federal Citations 1969 to present and keep those updated, New York State supplements from 1940 to present and keep those updated. This means all the court cases and everything else that's been going on since those dates. Along with that we have the Federal Reporters, the Supreme Court Reporter, we have a law library out there that looks as big as the University of Buffalo's, so we have a pretty big plant. As I say, this cost Erie County $60,000 of taxpayers money to put this thing in order because of a class action suit.

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"The good thing about this, as a high paid babysitter, as a lot of us corrections officers are considered, is that it provides a need. We average approximately 75 to 110 inmates per day in our library. They're in there for all kinds of books, in the law section; every day I have 45 slips for just the law library. Not all of them are memorizing the law books but they're in there looking up something. The rest of the library is where they're checking out five books per run and so forth. We also have computers and just about every other modern convenience available for a library.

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"And as a taxpayer myself, and probably most of the people here and yourselves, I don't feel that these little counties or us big counties or any counties should have to carry the whole burden of court-mandated regulations, commission regulations or what have you to keep law books in these libraries without some aid from the state. I know the state has tax money, too, but it's spread out a little better that way. So that's really the area I'm looking into, is law, and that is a big part our library business. It's a big expense. ..."[Buffalo Hearing, pp. 107-113] consideration in its uniqueness because we are different from the systems that are statewide. The other is, that you take into consideration that any money that you give to us that are assimilated into the county budget will do us no good unless you provide that somehow the money comes directly to us so that we can use it as we see fit and we see where the needs are. If it's tied into the Erie County system, then it's taken away from the money that we're already getting and we will be no farther ahead...."[Buffalo Hearing, pp. 102-103]

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MARYANN CASEY: " ... I'm in charge of the Subjects Department of the Central Library of the Buffalo and Erie County Public Library.

"I'd just like to give you one example of our basic needs and I would like to emphasize 'basic.' There are 16,000 books waiting to be shelved at the central Library. These are books that have been used by your children that you've heard this morning, job seekers, basic math, people who are taking high school equivalency books. The closed stacks have not been revised in five years. As you know, a misshelved book is a lost book. In 1972, we had 65,000 page hours, in 1987, we had 41,000 page hours, so you can see how we have been cut through the years.

"Thus, in closing, I would also like to add that it's imperative that in Albany the Bureau of Library Development and the State Library in Albany also have their funding increased. They have helped us immensely in the past and presently to establish our life-long learning center and so many of our other important programs. ..." [Buffalo Hearing, pp. 113-114]

ANN LAWBACKER: "... I'm the Director of the Alma Public Library, a contracting small town library in Erie County. I want to thank you for past state funding and urge you to increase it .... I would like to have the direct aid come to the towns as the Regents are suggesting, to the direct libraries, because I have seen problems with it otherwise. But our system here in Western New York has some unique formulas that make this a very difficult thing, and when you require it done immediately in 1988, we're going to have some real problems. I hope you will consider those as you deal with the bills.

"I want to thank you for the construction aid that helped our Alma Library in '86 to increase by a third. There has been since 1976 in this county years of local funding at a stagnant rate or a decreasing rate. It has never been I think over a two percent real increase. And that can be very depressing. But when the state comes through with a special project of construction, or in '84 we did the construction and in '86 we got special funding. It's a source where maybe you can do something and it reminds you what your profession is and what your mission is. It's very important.

"I hope you can increase the dollars. We have a rural regional literacy center, a reading center; the rural illiterate is not the same cat as the city illiterate if you want to put it that way. They have a basic education but they haven't used it and they need help. We represent a reading center for five townships, going all the way through the southeastern Erie County line. This literacy grant has meant a great deal. Our library is headquartering it and we are linking with school districts. I'm a member of a town school board, the East Aurora School Board, and through my school associations I have learned what they in adult education cannot do, where the library is there six days a week and there is no stigma of 'I have to learn.' They're learning in a privacy which seems to be a real important ingredient that is different from the urban situation in many situations.

"We are doing things. State aid has impacted my library. It has changed my professional life. I hope you will increase it. I hope you can really make an impact. If you can get back to us what you need us to do to help support it please do. We're right behind you...."[Buffalo Hearing, pp. 114-116]

SHARON HAWLEY: "... I'm a librarian in the Buffalo and Erie County Public Library. But I'm speaking today as a board member for the Afro-Americans Historical Association of the Niagara Frontier.

"Traditionally, a historical society and association is concerned with items and events of the past and those things that leave a record of what has happened. However, to ensure that there will always be a past to preserve, we must show and demonstrate our concerns for the present and for the future.

"The Afro-American Historical Association of the Niagara Frontier has had an amicable and cooperative work relationship with the Buffalo and Erie County Public Library since 1977. As a community organization, we use its facilities, materials and services to ensure that the African-American heritage of Western New York is preserved and documented.

"We want the state to know that increased funding to public libraries which are open to all will enable these libraries such as the North Jefferson Branch in this city where we have archival materials that it will enable these libraries to remain open with adequate staffing and funds to serve the needs of the community.

"We as a public or as professionals cannot continue to apologize to the public for not having materials on the history and culture of African-American people if our budgets are too limited to purchase the materials that are available, and if we have no staff once the materials are published, who know where to find these things and retrieve them and make them available to the public. Preserve the past, yes. As a historical association we really want to preserve the past, but we want the world to know that we're here. And we want to be sure that we have a past to preserve by adequately funding our present and future services. Your support of public libraries in this endeavor is greatly appreciated."[Buffalo Hearing, pp. 116-118]

DR. LEONARD: "I ... from the Eden Library and I'm the Vice President of the Board of Trustees.

"... [M]y special interest is that the legislature will provide funds for those that are outgrown and provide new libraries in areas where population growth creates a need for service that cannot be met by existing libraries. Many communities find themselves caught between the necessity of providing library service to increasing populations and an inability to provide such service in their present facilities.

"In Eden, the library is too small to meet the needs and the demands of the community. This was recognized back as far as 1970, and since 1983, the library board has been actively working on plans for a new library. We've persuaded the town board to authorize a bond issue of $250,000 for construction and we hope to conduct a fund drive for another $200,000. We hope that some of that $200,000 will come from state construction funds.

"It's my earnest hope that the New York State legislature will see fit to provide library construction funds ... not only to Eden but also to other communities that find themselves in a similar situation.

"I have another concern, and this one isn't going to cost you very much money if any at all. That is the problem of immunity of trustees that are non-paid from liability suits. This is an increasingly important problem in the functioning of volunteer organizations, because if a trustee or a director of such an organization is liable to suit for liability and has no immunity, he doesn't want to serve because it becomes too dangerous to him to risk his life savings and perhaps his property in a manner that he cannot avoid in some instances. This is becoming a serious problem in the recruiting of valuable people in volunteer organizations...."[Buffalo Hearing, pp. 119-121]

JOE MAIORANA: "My name is Joe Maiorana, Assistant Superintendent of the Erie County Correctional Facility. ...

"... You know we do have a branch of the Erie County Buffalo Public Library at the Erie County Correctional Facility. Now our facility is a brand new facility. It's a model not only for the country, but we feel for the world. It's new popular construction is a new concept. Basically, what it means is that there is a very high emphasis and high priority on programming and rehabilitation.

"... We provide many, many services for offenders at the Erie County Correctional Facility. Without the library we would in fact not be able to perform much of our duties, much of our mandated duties and of course many of our other services in programming areas.

"I guess the issue here really is funding. I've been in government for 27 years. I've lobbied in Albany, so I know what it's all about. I know it's tough, locally, any municipality, whatever it might be. Money is scarce all over. From our point of view we do have a precedent-setting point of view.

"The New York State Department of Education mandates that the Alden School District, in that we reside within the Town of Alden, has to provide direct monies to the Alden School District to educate our 16 to 21 years old for GED's and life skills programming. This money goes to the school district and then is transferred to us directly by an agreement with the Superintendent of Schools in Alden. This is a precedent-setting move. In other words, no local education funds are utilized whatsoever. These are just for inmates at the Erie County Correctional Facility which serves three counties -- Erie, Suffolk and Nassau. so you're dealing here with three counties.

"We feel it should be the same with the library. The library ... [is] mandated to offer a law library. We are now involved in other various programs. ... We're computerized in all areas of education, and I can go on and on but I don't want to waste your time with it because I'm sure you're very familiar with that kind of programming that I'm talking about.

"... We have a library that's open five days a week, is not open at night or on weekends. Why? Lack of money, lack of staff. It's a lot of money. We have inmates 24 hours a day and it's just a shame to see those doors locked and that inmates that are trying to help themselves back into society aren't given the opportunity of using that library.

"You in the State of New York and we in the County of Erie and in the Town of Alden, and wherever it might be, have invested a lot of money. A big part of my job is getting grants and I've gotten a number of grants through the federal, state, local and private sector for programs. And part of the programming is utilizing library services. If we could have the use of this library on weekends it would just be tremendous.

"We don't feel that any part of the Erie County Library System budget should be utilized for our facility, our library, nor our facility budget. We are running -- I don't know the exact figures, but approximately $15,000 or $20,000 a year from our facility budget goes into the library for such things as supplies and in-kind services and utilities and so on and so forth, which we are charged back budgetwise through the Erie County budget process.

"Again ... what I'm talking about and what everyone else is talking about is money. We do have a precedent, and that's the New York State Education Department. It funds directly to the State of New York for offenders. This is very important, to educate 16 to 21-year-olds to get their GED's -- direct funding, no matching, it does not come out of any local sharing fund whatsoever.

"I appreciate the time and hope that you will bring this message back. I have dealt with Assemblyman Hoyt and Pordum before, many legislators in Albany and locally, and they've all been always concerned. We are very concerned with the offenders resocialization to bring them back into the community. We are spending money, yes, but in the long run we'll save money for what we're doing in making them productive citizens. ..." [Buffalo Hearing, pp. 121-126]

JOYCE BOONE: "... I'm an Apple user at the Riverside Library and also a student at Erie Community College...

"Since the county has acquired the Apple computers, it has made the accessibility of my class notes go from the size of a briefcase down to carrying disks. My concern is the accessibility of the computers. My own community library is only open four days, which two of them are nights and weekends. Our central library is only open one night and the weekends.

"Without being able to use the computers, this is a piece of garbage. My major concern is having our libraries at all times, because of course not all of us are available to use things at the same time. Right now, as it is, you have to make an appointment to use your community library computer they are so booked. So without having times in the mornings, evenings and weekend, the computer is down to like one hour a week for your use. So we do need it to be open more often. ..." [Buffalo Hearing, pp. 126-127]

ELAINE ZIMMERMAN: "... I'm the Director of the Chautauqua Public Library, a member of the Buffalo and Erie County Public Library System.

"I am here today to ask you to support increased funding for public libraries in New York State. Our concerns and needs are many. I would just like to touch upon two that have major significance in the Town of Chautauqua: funding for construction and funding for preservation and conservation. In the past, Chautauqua has been the recipient of two New York State construction grants. In 1984-85 we were awarded $8,000 for work room expansion at the Anna Emmer Einstein Memorial Library. In 1986, we received $6,000 in state funds which were used to convert raw warehouse space into public use space, again at the Anne Emmer Einstein Memorial Library. Each project has greatly improved that library, satisfying both the needs of the staff and the patrons.

"In 1988 or 1989, the Chautauqua Public Library hopes to undertake a much larger project: construction of a new building to replace our storefront library in the southeast section of the town. This can only be accomplished with supplemental funding from the state, so it is our hope that increased construction aid will receive your consideration, improving our service to the residents of Chautauqua depends on it.

"The Chautauqua Public Library has just recently submitted a discretionary grant proposal for conservation/preservation to begin assessment and treatment of the Rhinestein (phonetic) collection, a major local history resource. Completion of this project will take many years and much money, money that cannot be diverted from our normal operating budget. Increased funding for conservation/preservation is necessary to help stop the deterioration of these important collections throughout the state. We owe it to future generations to make every effort to preserve these past records as completely as possible. ..."[Buffalo Hearing, pp. 127-129]

"**BILL WISNOM**: "... I'm a patron of the Fairfield Branch of the Buffalo and Erie County Public Library System. I'm also in business in the area with my wife and another partner, and I'm the parent of a multiply-handicapped child of four ....

"My interest is obviously in increased funding .... My particular interests are in the physical facilities of the libraries in Buffalo and Erie County, to allow access for the handicapped, in addition to fund special services for children who are learning disabled, for the functionally illiterate adult and for others. ..."[Buffalo Hearing, pp. 129-130]

JOE ERMER: "... I'm President of the Librarians Association of the Buffalo and Erie County Public Library. As an aside, I'm also with the Correctional Facility Library, and anytime you want to come down please come. ...

"... In the past 23 years I have been employed in various capacities of the Buffalo and Erie County Public Library System. During this time we have witnessed many changes, in the past ten years mostly for the worst. The reason I am here is to prevail upon you to help all public library systems. The 1987 New York State budget increased aid to education by $650 million, but in the same budget no additional fundings were allocated to libraries.

"New York has always prided itself in its progressive stand on education. I find it difficult to understand why libraries have become apparently a second-class educational institution. I have honestly come to the conclusion that for too long a period libraries have been neglected as an educational institution. And if we are to continue our tradition as a State genuinely interested in the total and continuing education of our citizens, this lack of adequate funding must be corrected. The bottom line is quality of library service.

"The public library is a uniquely American institution and an integral part of a dynamic educational process. It provides all segments of our communities from pre-school to senior citizens. Help us regain our quality of service to all New Yorkers...." [Buffalo Hearing, pp. 130-132]

PAT THOMANN: "... I'm the Director of Activities at the United Church Home, a home for well aged people and it's located in North Buffalo. We have approximately 135 residents in our home and they are between the ages of 60 and 98 years of age. I've worked at the home for the past eight years, and during this time our residents have been very fortunate to have been provided with many resources from the North Park Branch Library.

"Every two months the North Park Branch Library provides our home with approximately 200 library books, the majority of which are large print. As our home's population is elderly and most of residents have some type of vision impairment, they are capable of only reading large print or else tapes. The North Park Library provides such books for us and we are very grateful to borrow them for each large-print title costs approximately $16 to $20 per book. We do have our own home library and we do have some large-print titles, but we cannot afford to purchase more than ten a year.

"Additionally, and this is kind of funny, the North Park Library provides us with Harlequin Romances, about 100 per month, and they keep happy one of our speed-reading Harlequin Romance enthusiasts.

"In the past, we have procured Park Branch, and the head of the North Park Branch, Paul Blumenbaum, and his staff have supplied us with numerous special-request titles that our residents have asked us to get. Additionally, Paul has done some special presentations for our residents, as well as referred us to organizations in our community who are willing to present programs for us.

"You might be surprised but it's very true, we have many residents at our home who love to read. The pursuit of intellectual enlightenment is something individuals of all ages, even 85-year-olds, can enjoy. Grandma and grandpa shouldn't have to sit around watching TV game shows and soap operas. They should be free to attend lectures and read the works of literary greats. At our home many do such things as these and we can give our neighborhood library credit for helping us to make these things possible.

"I've been a very avid fan of libraries ever since I was a young girl. I used to tag along with my brother to the library. I'd sit in the library and pick up novels and so forth and so on, and I've always enjoyed reading and I really do love to read. Without libraries none of this would be possible. Just think of all the people who would be very poor at Trivial Pursuit without our libraries to help them out.

"Our libraries have been attempting to service to the best of their greatly improve ... their ability to serve .... Increased funding personnel at the libraries and additional hours that they're open, and of course, more materials that we can utilize in the community.

"Right now, there is a legal question regarding whether or not video taped theatrical films one may be borrow from the public library may be shown at a residential facility such as my United Church Home. It's a home for 135 people, yet in order for them to view a video taped movie I must show them a film as a body, and this constitutes violation of copyright legalities. If this question of legality could be cleared up, our home could greatly utilize the library's video tapes for our residents love to see movies and we just can't afford to pay $5 per person per week to take them to a show.

"I'm very in debt to our libraries for serving the residents of my home and I thank libraries for personally providing me with entertainment and intellectual stimulation. Long may our libraries flourish and may they continue to serve us to the fullest. ..." [Buffalo Hearing, pp. 132-136]

EILEEN MERRIWEATHER: "... I'm Director of the School Library Systems for the Erie, Chautauqua, Cattaraugus BOCES located in Fredonia, New York.

"The networking and sharing of services available through the school library system has enabled libraries throughout our entire BOCES region to provide students, teachers, administrators and all staff support for all areas of curriculum as well as leisure reading and research. The continuing support of this program has given school libraries the ability to provide a fundamental service.

"School library systems receive funding on a formula basis. Adequate funds are needed to maintain quality services and to enable school library systems to comply with mandates directed to us from the Commissioner's regulations. Without a funding increase, any advance in services to our patrons will be greatly curtailed. Of particular interest to me is the Erie Two, Chautauqua, Cattaraugus BOCES School Library System. We have just recently merged since January 1st, two BOCES units.

"Current legislation or funding addresses mergers of only one school library system, and that is directed to the Onondaga, Portland, Madison BOCES. As BOCES units throughout the state merge, school library systems in those BOCES units also merge. We need an equitable funding basis for all merged BOCES school library systems, not just one. For any school library system to strive for an integrated library network, additional funding for adequate staffing and for maintenance of services is essential. ..."[Buffalo Hearing, pp. 136-137].

LEE EICHMEYER: "...I'm the President of the Board of Trustees of the Gilbertsville Free Library. ...I represent a [association] library that is chartered to serve 455 people. Our budget is $9,000. We get $700 from New York State. That is, eight percent of our budget comes directly from New York State.

"Without the New York State library system we'd still be open, but without the support to the library system, and we belong to the four-county library system, we would never be able to deliver the level of service that we do. In our little 455-person library we have per capita circulation of 13 books a year, and we'd just like to ask you to continue to do your good work ...."[Buffalo Hearing, pp. 138-139]

JUDY RIVARD: "... I'm Coordinator for Services to the Visually Impaired at the Buffalo and Erie County Pubic Library. You heard from one of my patrons earlier, and all I'm going to do is offer a brief plea for a little more money to give us some staffing and in order to allow us to be open a little more hours than we are. Currently, we can only offer services to the visually impaired people of this community two days a week from 9:00 to 5:00. So many of the visually impaired people out there who work all day cannot come in and use our Kurzweil reading machine which you so generously provided us with seven years ago, our electronic magnifier, our microcomputers for the visually impaired, and services such as these that we offer our visually impaired people at the Buffalo and Erie County Public Library. ..."[Buffalo Hearing, p. 139]

NANCY STRIKER: "... I'm a supervising teacher with Holy Cross Head Start here. On behalf of the agency, I know we would like to see increased funding for more materials and more hours to service not only the staff but the community." [Buffalo Hearing, p. 140]

VOICE: "I'm the Assistant Superintendent of the Erie County Holding Center. We have the captive audience of 550 inmates. I know that prior to my coming here you heard from the Correctional Facility. Their plea is almost identical to mine. We need more funding, we need more materials, we need staff...."[Buffalo Hearing, p 140]

KATHLEEN McCORMACK: "... I'm the manager of Timon Towers. Timon Towers is an apartment building for low-income, elderly and handicapped. We have 124 apartments, 132 tenants. I've brought a few of them with me this afternoon. The Lookie Bookie visits us every other week, the first and the third Tuesday of every month. They come with the mobile of books and several of the tenants at Timon Towers use the Lookie Bookie. I would say at least a dozen throughout the year, up to 20 irregulars, at least a dozen regular tenants that use the Lookie Bookie.

"The Staff on the Lookie Bookie is excellent. They remember each tenant, they even remember the kinds of books they like to read. So they keep the shelves restacked with new reading material, the type that the tenants at Timon Towers like to read. After a while, there is just so much reading they can do. I would imagine that maybe a larger facility, more books, but we love the Lookie Bookie and we would like to see it continue. I would like to introduce to you some of the people that live at Timon Towers..." [Buffalo Hearing, pp. 140-141]

LORETTA CLIFFORD: "... I, myself, personally have been a library user cardholder for over 60 years. I enjoy reading. I have a daughter who is a librarian in Stafford, Virginia. We appreciate it very much that the Lookie Bookie comes. Once in awhile it will break down and we miss it, but we appreciate it. And ... our librarian knows everybody's name, she knows what type of books we like, she has books ready for us without even asking. And we would appreciate it very much if it could be continued." [Buffalo Hearing, p. 141-142]

...

GERTRUDE KENT: "... I don't know what else I can say besides what Kathy and Mrs. Clifford has told you. It is a real treat and we all look forward to getting our books and seeing the new titles and yelling at them when they don't have new titles for us. But they are great. They remember us, they know our book likes. And if we request something you can be sure we get it at least by the next trip. ..." [Buffalo Hearing, pp. 142-143]

FRED KELLER: " ... I'm a motion picture director and I've just flown in from New York City and was discussing this hearing with my friend Peter Brand down in the library and he suggested that what I have to say might be of some interest to you.

"I have, besides working in New York and Los Angeles, attempted to do or have completed two feature films here in Western New York. These were at a budget of about $2 million and the economic benefit to the community was considerable. A lot of our work was facilitated greatly by the wonderful services at the Buffalo and Erie County Public Library, both the legal references, the sources of material, etc. And I think it's very important that you realize that all kinds of industries can be serviced by so magnificent a system.

"I have lived here as child and come back frequently. I use the tremendous holdings of the library extensively when I'm here. I'll give you one small example, and I think this can demonstrate of what value the library is to the community financially as well as in terms of reference. I'm doing a series for ABC called Juarez, which goes on the air in mid-January. Our producers called me while I was here and asked me to begin work on a script which was to involve the Tiwa Indians of El Paso, Texas. I was able to find all of the material I needed about this very obscure Indian tribe for this major ABC television series at the library. So I think you should be aware that all kinds of different kinds of people are able to make use of this facility.

"I would just hope that you are able to keep the funding high enough so that they can keep current their holdings, 1970 and on back are quite good, from 1970 on it gets things. And I would hope that you would continue your funding. It's an exceptional library and I think the community should be proud of it...." [Buffalo Hearing, pp. 143-145]

CAROL GALLO: "... [T]he reason I'm here is because of where I live in a rural community. As a mother of a high school student, a grade school student and a nursery school student, I can well appreciate, like you, what a basic need the library fulfills for each of these age groups. The library services, academic research needs for school age kids, can spark that zest for learning that we as parents would hope for each and every one of our children.

"But being in Olean for the past three years, something else has become truly evident. It really is rural. Our library is the only cultural institution we have. We have no art museums, we have no science museum, no historical museum. We don't have a children's museum. Our library is it. Our children, our senior citizens and our working adults have a right to cultural exposure in a rural community just as they do in a metropolitan area...." [Buffalo Hearing, pp. 145-146]

SHIRLEY JOHNSTON: " ... I live in a community adjacent to Olean called Allegany. I'm here as a user, my family uses the library as Carol's family does.

"I wanted to tell you a little bit about an organization that we have in Olean called Friends of the Olean Library. It's a membership organization and we have about 500 members and we are continually increasing that. We show our community support of our library, and we help out in assisting and publicizing the things that go on in the library because it is a vital force in our community. As a cultural center we have lectures, poetry readings, art exhibits come, we have films, and we help to publicize the things that are at the library for the people in our community and surrounding areas.

"We are presently working to build a book endowment so that we can help the library purchase new literature for our library. We are helping as much as we can but we do need ... the assistance of the state. Our needs are great. We need to replace books that are being used a lot and worn out. We need to buy new literature. We have documents at the library that need to be preserved and that's expensive.

"Our society is increasingly becoming a society of information, and we people who live in the rural area are concerned that if our library doesn't get increased funding from the state that we won't be able to keep current with the rest of the library systems the state, and that living in a rural area we will fall behind in our access to information. We hope that you can increase your support to us...."[Buffalo Hearing, pp. 146-148]

SUSAN BESIMER: "... I'm the Director of Daniel A. Reed Library at the State University College at Fredonia.

"... Public institutions of higher education like the State University College at Fredonia are a major resource in the process of regional economic development. In the knowledge-based economy which is necessary for our state's continued economic growth, the role of libraries becomes even more important.

"We at the State University College at Fredonia are very much interested in the fiscal viability of libraries of all types in our area. We cooperate on a daily basis to provide interlibrary loans from our collections to the citizens of this state through the public library systems, the school library systems and through the Western New York Library Resources Council here in Buffalo.

"The future of libraries in the state is dependent upon the health of a complete system of libraries, of interlibrary sharing, where all partners have adequate resources to develop very special services that they can offer to citizens and to other libraries. ...

"The citizens of New York are entitled to access to the most current and relevant information available...."[Buffalo Hearing, pp. 148-150]

LARRY DONALDSON: "... I'm a representative of Martin Luther King School. I think that the library should receive more money because learning is important and necessary. I often use the library. People not only use the Central Library, but they use the small branches, too, branches like Martin Luther King, Jr., North Jefferson, this library and many other branches throughout Western New York. Those people might be unable to get to the Central Library.

"Another thing, when you get to the library the books that you might need might already be out. So that is another reason why they may need more money. The branches in Buffalo do not just offer books, they offer video tapes, records, film strips, movies and computer services, like how to work computers and how to print on them. I often use the library and find nice, helpful people there. The library also offers summer programs and many other 'exciting things.'..."[Buffalo Hearing, pp.150-151]

TAMARA COLBY: "I think we should keep the library branches open because I use those libraries all the time. ... I use the library to study, do my homework, research or just to relax and read a good book. The librarians there are very friendly. They try to help as much as possible. I could mention many times that I have needed help and someone was there to help me. Can you imagine life without libraries? It would be a very dull life without books. We need these libraries because just about everybody reads books. Sometimes it's simply more convenient to borrow a book than to buy on that you'll only use once or twice.

"The libraries need more funding to expand its supply of the materials that are available to the public. With more funding, the libraries could offer more to just about everyone on any and every subject. Knowledgeable people make better communities. Our libraries need our support, especially the small branches. ..." [Buffalo Hearing, pp. 151-153]

CHAKI AHMEEN: "... I use the libraries all of the time. It is a lot of fun to go to a library. I use the Farenseck (phonetic) Library, the North Jefferson Library and the Martin Luther King Library. I use them for studying, research, records and tapes. I use the computer, too. Librarians help you if you need help. I don't just go to the library just to do research and to get books, I'll go to see movies, go to parties, music programs, award ceremonies and the Summer Fun Club. Life would be the pits if we did not have libraries.

"If somebody wanted to know about the Egyptians or the habits of whales and nobody to answer his or her questions, they could go to a library and find out about it. Libraries need money and the government should give all that they need. If the government can pay for weapons that kill people, then the government should also pay for weapons that kill ignorance. Knowledge is power and I believe it. ..."[Buffalo Hearing, pp. 152-153]

DOROTHY TETRA: "... I am from Nazareth Lutheran School. I am the school aide there and I am also the non-professional librarian. Before that I worked for about 2O-some-odd years as a volunteer across the street in School 65 as a library aide.

"About seven years ago our former minister asked me to start a library in our school, and with the help of a few other people in our church they helped me with the typing and we started organizing the library. We now have about 2,700 books, so immediately some of you are going to say why bother having a bookmobile? But I have found out, even though at the beginning I was a little bit dubious, it's become the better half of our partnership.

"The bookmobile offers new books, it offers a variety of books that we cannot have. In the main our library consists of donated books or books bought at book sales, and as we all know, they're not the newest that's available today. And many of the children are up on the new books, they want to read the new ones that are out, even in your non-fiction books. The bookmobile offers this. It comes twice a month regularly, the first and third Mondays. There are 56 of our children use it, the nursery and kindergarten does not. But from grades one through eight, which is about 56 students, they do use the bookmobile.

"We also have a available the Riverside Branch Library and they've been most helpful to our students. Some people feel that by using the bookmobile the children won't bother going to the local library. I find the opposite, if I find the ones that start going to the bookmobile see what a new library with many more issues than the bookmobile carries can offer them and they start using it.

"I would now like to introduce two of our students, Terry Becker from seventh grade and Brian Reynolds from eighth grade." [Buffalo Hearing, pp. 153-155]

BRIAN REYNOLDS: "I use the bookmobile to help me when I do my research projects. I also use the bookmobile to help me with my class work and also to help me get books just to read for enjoyment. I think the bookmobile is a necessary part of our library system and should be given continued and increased support."[Buffalo Hearing, p. 155]

THERESA BECKER: "My name is Theresa Becker. I personally enjoy the bookmobile because they have a good majority of books and tapes. I also enjoy it because it comes in very handy when I have to write a report or just to study, plus it's very accessible, more than my branch library. I feel it encourages young people like me to read and it helps them to learn how to read. I know and I believe that the bookmobile is one of the most very important ways of learning and reading. I hope and pray that you will continue the bookmobile so I can continue reading and learning."[Buffalo Hearing, p. 156]

WALTER HAY: "... I am the elementary principal of the Townline School in suburban Alden. We depend upon the mobile library very extensively. I have a friend with me, my fifth grade student Michael Kelly. He will tell you how dependent we are on the library. ..."[Buffalo Hearing, pp. 156-157]

MICHAEL KELLY: "Hi, I'm Michael Kelly of Townline and I'm in fifth grade. I have a little essay here on the bookmobile. I hope you'll like it.

"The kids of Townline really need the bookmobile because it is very helpful. It also has other things besides books -- records for one. I know of a lot of kids who use it for facts on reports for school or kids who use it read by themselves or who read to their littler brothers or sisters. It would be a great loss if the bookmobile was discontinued.

"As good as the bookmobile is, it would be much better if it had a little more money. I thank you for listening."[Buffalo Hearing, p. 157]

DR. CHUCK NEWMAN: "... I'm the Director of the Edward H. Butler Library at Buffalo State College. ...

"... I think it was in '85-86 with our Omnibus legislation that I called each office of each legislator and Assemblyperson, and I want you to know that I was very well received in a very efficient manner by each of your aides. In turn, I wrote letters to each of you and received very positive replies and I appreciate the support that you gave us during that period of time for the passage of that bill. I think it's important for us in the audience to know that you are our advocates.

"... I am speaking both as a manager and an administrator and a librarian of the largest state university college in the state university of New York system, and as a member of the Board of Trustees of the Western New York Library Resources Council which represents over 100 libraries and information agencies.

"... I will speak to the issues as I see them impacting on the perceptions people have of libraries. Today, there is more misinformation flowing around in our society and in our institutions as to what constitutes a library, what role the library ought to play in society as well as how much it costs to maintain and operate a library. This is true of all types of libraries. It is within this context that I would like to examine what I perceive to be statistical trends for libraries in Western New York and perhaps hopefully give you a definition of libraries or a large library system.

"As I mentioned before, there are approximately 100 libraries and information agencies which have membership in the Western New York Library Resources Council. Within the membership of the Council we have three large public library systems representing 95 individual libraries. In addition, there are 33 special libraries, 37 medical libraries and 23 academic libraries. These libraries contain collections totaling 16 million volumes, about nine million volumes of this total are held by college and university libraries in this region. The public library systems, our school and special libraries represent holdings of over six million items.

"The resource collections can be further divided by type of material which include 10 million monographs or books, 500,000 serials or periodicals, 600,000 non-print items and over four million other materials representing government documents, technical reports, etc.

"Libraries and information agencies in Western New York add approximately 300,000 titles each year to this total. Fifty-five percent of these records have been inputted into a national database which hopefully and ultimately can be shared among different types of libraries in the future. This council, the Western New York Library Resources Council, figures will be expanded considerably over the next five to ten years as we add more memberships from school library systems, from the business and the corporate community, as well as the health and medical fields.

"Such growth in membership is a positive feature since the quality of a network depends on the diversity and the composition of the membership and the contributions that it makes to a national database.

"What we need from you in the support of this legislation for libraries is funding for resources for staff to process and to maintain and to deliver these vital resources, and technology which will harness the collections that I have outlined for you. We need, one, to complete what I believe to be retrospective conversion of the resources we currently have, out of 16 million approximately six million are already in a database. You can just imagine if this was totally incorporated into one database that could be shared.

"Secondly, we need to begin to look at linkages, how we can link various libraries together either through their on-line catalogs, through their circulation systems or through whatever means is defined by the technology.

"Thirdly, we need ... resources -- books, periodicals and other support systems that citizens need to make a libraries a valuable commodity. Currently the State of New York funds libraries at approximately $72 million. There is nothing to say that perhaps we ought to look at $150 million or perhaps a larger figure. I strongly believe that New York lead the country. We need to be on the forefront. Libraries are a part of our social and our economic development.

"Here in Western New York we have witnessed an upswing in our economy in the late eighties, given some of the expansion taking place in the banking industry with Empire, with Mogue (phonetic) and developments with Marine Midland. Also we see other public monies coming into the development of a sports complex with the Pilot Field downtown, and we also see potentially monies coming into the development of the waterfront in Buffalo, New York which will benefit all citizens.

"I would like to think as we move through the eighties into the nineties starting with legislation and others, that you will look at libraries as part of this economic development as we begin to harness telecommunications and bring it to all citizens...." [Buffalo Hearing, pp. 157-163]

JOHN LANE: "... I'm the Chairman of the Buffalo and Erie County Public Library Board of Trustees.

"...You know, there's nothing more American than a public library system. It's been a part of our way of living in this country since the colonial days before our government was even organized. And what it means to the people of the state and the people of our country could not be better evidenced than what we've heard from the young people who have spoken before you today. It's pretty clear that to them the school library system has to be supplemented by a public library system if they are going to get everything that they're entitled to out of life and prepare themselves for adult responsibilities.

"... First of all, the question of literacy. There is no question that literacy is a problem in this state as well as it is in any other state in the country, and please believe me, ... that literacy is a problem in the suburban areas of the state as well as in the urban areas. Literacy problems cannot be attacked except through the use of the public library system. Of course, I don't mean the library system only, but what I'm saying is that without the library system and what it can provide, problems of illiteracy will not be eliminated and the literacy level of our citizens won't be raised to what it ought to be.

"We need in the public library system of this state, for starters, a million dollars to be used just for literacy purposes, money that ought to be distributed, of course, on a per capita basis. Now when I say a million dollars, I say a million dollars for literacy aid if indeed the state should continue allocating its support to the library system on a program basis where it identifies certain programs and services and says so many dollars for this and so many dollars for that.

"When I conclude today I'm going to leave you with the thought that that's not the right way to do it, that the support of libraries should be more generic in nature.

"The library systems ... have total support in the state of about $70 million or so, and that is for school and public library systems as well. The school programs, the education aid in the State of New York is about $7-plus billion. And I'm not suggesting for a moment that state aid to education should be reduced at all, but I do think that it's pretty evident if you're spending $7 1/2 billion, more or less, for aid to education and you're spending about $70 million for library systems, both within the university systems and public library systems, that there is a disproportion that ought to be taken care of. Of course, I urge that you do that, not by cutting aid to education, but by improving aid to libraries.

"There is on hand now a study being conducted I believe under the supervision of the Education Department and its library forces to create public library standards for the State of New York. The laudatory one, of course, it's to improve library materials and services statewide. However, with the creation of the standards will come problems, and those problems can only be addressed by money. As an example, the proposed standard suggests that 15 percent of annual current library expenditures be used for book purposes.

"Now here in Erie County we're spending about 11 percent for book and material purposes. If we had to upgrade that to percent of our annual budget, given the budget limitations that we reasonably have to live with in this county, because this county is still suffering from the loss of heavy industry and is not able to tax the way it used to in prior years. We've lost jobs and more importantly we've lost people. So reasonable budgetary limitations that we have to deal with are such that if we had to raise our expenditures for books and materials to 15 percent, it would result in the closing of libraries or the reduction of hours and the laying off of personnel with consequent reduction in library services. That's not tolerable and it's not acceptable.

"The solution means one of two things: you're either not going to be able to says 15 percent for books and materials, or you're going to have to find more money. I think it's probably proper that we have that requirement of about 15 percent as a statewide objective. But if it's going to be a statewide objective, it's because we recognize that the library system provides a state need and therefore has to be funded in greater amounts by the state.

"Put another way, we need more money from the state, we think that there is a standard that can be looked at and I'm going to get to that in just a moment. Another point about the standards that you should be aware of is that these standards propose certain minimum sizes for collections and for library buildings. Again, in Erie County, if we had to meet those standards there would be no question that certain branches might have is more money; I leave it to you, of course, to imagine where we want the money to come from.

"Back to where I started, I started by talking about program-type state aid. Now you get state aid, so many dollars for this or per capita, what have you. That seems like a reasonable way to approach state aid to libraries if you want to consider the library systems on a individual basis. However, if you're going to address the need for funding of public libraries, recognizing that the libraries do provide a need which is statewide, then it probably would be better if the state were to simply adopt a standard of saying that it would fund up to 20 percent annually of each library system's budget and transfer that money to the library systems to be administered by the trained administrators and by their trustees and applied where the money is really needed on a local basis.

"Now, of course, if you're going to give us the money you're going to require some regulation and supervision. We understand that. But it seems to me that a system that would work could be developed where the state would make a block grant of money and allow the local units to administer it within suitably established parameters...." [Buffalo Hearing, pp. 163-170]

GUY OUTLAW: "... I am an elementary school administrator in the Buffalo Public Schools. ... I want you to know that you've seen ample reasons why we're so proud of the Buffalo school system. Our students, you saw from our second grader right on up, how adequate, how intelligent, how well versed and well spoken they are. We're proud of our Buffalo schools.

"... I would like to confess that I'm a lover of libraries. Ever since that miracle happened to me and I learned how to read I have been using the library wherever I happen to be. I think our libraries are excellent libraries, even though Bill Miles suggested that I might be here to try and reduce the use of the libraries, but he knew better because he and I and Frederick Douglas and all know how important public libraries are, how important books are to minorities to have the opportunities to learn and read.

"I am in a unique position. Public School 68 sits next to the public library, the Kensington Branch. So we have a library sitting next to our school. We have a library in our school, staffed and well supplied, and I think it's an excellent library and it needs all the support it's entitled to. However, we're not open on Saturdays, we're not open in the evening. The use is scheduled so all classes have an opportunity to use it. So there is ample need for the library next door to us being there and open and available. And it is. Our children learn some basic skills in our library, they get caught up, "hooked" on books if you will, and then have the opportunity to go next door to a library to take advantage of the resources there.

"... The library is user friendly. The library has people who are there as you have heard to help our students to find what they need, to look for what they want and to expand their skills. I would like, and I know that you will, take into consideration the importance of libraries for public school students so that they can expand their horizons, they can learn more and do more and better serve us all...."[Buffalo Hearing, pp. 170-173]

CHARLES FALL: " I'm [a] ... retired professor of the State University of New York at Buffalo, here speaking as an individual interested and active throughout my life in library concerns. I can't presume to say anything more cogently or well versed than the many reports that have been made, and can only say that I will stand behind any kind of concerted effort that can be provided to improve the services of libraries in our society. I have spent my life in and out of libraries because of my professional interests and concerns. Thus, I see them as the most integrally germane institution in our society today.

"The many changes that are taking place in life as we're living it are going to require more and more attention to those services that can be provided for people in and out of the schooling process. ..."[Buffalo Hearing, pp. 173-174]

ROBIN WILLOUGHBY: "... I have had a library card with the Buffalo and Erie County Public Library since I was four years old. My children also have their card. I have a very old card that's on my wall in the kitchen. It's a quote from Erasthmus that says, 'Whenever I get a little money I buy books, and if there's anything left over I buy food and clothes.'

"When I was single that was my philosophy. And my house is half books. Now that I am on a limited income and I have kids, I can't do that because they need the food and clothes. And one of the all-important aspects of every piece of the library, not just the books and the magazines, but all of the resources that are made available are that they are made available to everybody. You don't even have to know how to read, you don't have to know how to hear, aspects of the library system that are available to everyone. They will find it for you, they will give it to you and they will make it available. That's why I love the libraries and will give them all the support that I have. That's why I hope you will, too...." [Buffalo Hearing, pp.174-175]

EVA NOLES: I'm Eva Noles, a friend of the North Jefferson Library. The North Jefferson Branch is a branch of the public library that is smack-dab in the middle of the inner city, at least one part of the inner city. It is a library basically, although certainly we have whites coming there, but it's basically the library for many of our blacks or Afro-Americans, depending on what we call ourselves these days.

"It officially is the home of the history of the Afro-Americans. We need your help and your support for personnel, for books, for music, for many of the other things that libraries provide. As you know, many of the times that you've read in much of the history that the Afro-Americans here in Buffalo have a higher dropout rate from their schools. Our reading levels are lower. Our library here is encouraging the young people to come to the library to read, and this is increasing right along. Our senior citizens, our unemployed, our illiterates are coming to the library to learn to read, to fill up their time.

"We do not have enough books, we do not have enough repairs for the old books, we do not have enough personnel. But then again, the downtown library does not have enough personnel either and we have to go along with that. I do wish that they would have more, because when books are requested from students in the area to complete research projects, they send downtown for them, and it may take ten days to two weeks for these books to come back. Many times it's almost too late for the students to prepare their projects.

"I would ask that we have more personnel downtown, as well as in the North Jefferson Library. I know we need more money, and we need basically all of the things that the other library branches need. Don't forget us...." [Buffalo Hearing, pp. 176-177]

UNIDENTIFIED MAN: "I am also from the North Jefferson Branch. I'm here to ask for help. You've heard all the reasons why the libraries are important. But if we could establish a branch library so that all roads will lead to the library for the old, the young. Please give us enough money to give us books, records, visual aids, and please be sure they can be transported before the children are away from high school. Please keep the hours of the library open on Saturday, it's a day for senior citizens, young children. If you could do that for us we would be very, very happy...."[Buffalo Hearing, pp. 177-178]

ROSLYN SCRUGGS-FORMAN: "... It is an honor to represent the Beth El Headstart Program by sharing with the you the benefits the children, the families and the staff of the Beth El Headstart Program have and continue to receive from the library systems and from the special programs the library offers in our communities.

"We are pleased to have the opportunity of the Ram Van to visit our centers and to provide educational as well as fun experiences for our children. The Ram Van staff have always been supportive of us in our program goals by providing those necessary resources, audio-visual equipment, as well as resources for our staff to use as a part of their lesson planning in planning appropriate activities for pre-school children.

"Parents have also found the Ram Van to be very beneficial. When they visit the Ram Van on the days that they are volunteering in our classrooms they have an opportunity to see first-hand the kinds of programming that is done on the Ram Van that is very appropriate for pre-school children. They also have an opportunity to browse through the books and to be encouraged to get a library card, to take out books for themselves, as well as books for their children. So they are very, very pleased that this kind of program is part of the Beth El Headstart program and other Headstart programs in Erie County.

"The children have always enjoyed the bi-weekly visits. And they also take walks to the libraries that are in the communities where our centers are located. We also take field trips to other libraries that are not within our communities. Just recently one of my centers did a visit to the downtown library for story time, for a tour of the library and also to browse through and to check out books.

"The staff of the Beth El Headstart Program are pleased to have the opportunity of having books available for them to use in their classrooms and to supplement the books that they have there, thus providing a wealth of materials to choose from and to provide for the children books of all kinds, stories of all kinds that the children truly enjoy.

"I am personally pleased with the positive relationship we have had with the staff of the Beth El Headstart Program with the Library systems and the staff. They have worked closely with us in meeting our program needs and continue to provide a service to us and the community.

"One more note I'd like to make is that one of the library staff, Sharon Holly, has served as a staff and parent trainer by providing books, multi-cultural resources and a wealth of information that not only staff can use, not only our parents can but certainly our children use and benefit from...."[Buffalo Hearing, pp. 178-181]

WALLACE MOHN: "... I'm Deputy Director for Budget and Support of Services of the Buffalo and Erie County Public Library....

"... Currently, the state aid portion of our total operating expenses is approximately 15 percent. When viewed in terms of the totality of educational expenditures in New York State, but more specifically the state dollars that come into Erie County for education, the level of state support for the management of this public library is modest indeed. ...

"In fiscal year 1985-86, and I've used the years '85-86 -- obviously the dollars have changed, changed upwards, but the ratios and the percentages have not. That's what I wish to emphasize. In the fiscal year

'85-86 state aid to education in Erie County amounted to $325 million. That included support of public schools, community and municipal colleges, library aid and other miscellaneous education aid. The $2 million that came to the public library in those years amounted to 64/100 of a percent of the total dollars to support public education received in Erie County.

"In 1985, the current operating expenditure for school districts in Erie County was roughly $633 million. Aid to the school districts from the state was approximately $319 million. In other words, the state is supporting almost 50 percent of the operating expenditures of the public schools in this county, but only 15 percent of the operating expenditures of the public library. Now I, too, have no quarrel with aid to public education. But how do we divorce the public library from the educational process of our citizens? We've heard numerous comments with regard to that today.

"Public libraries are brought into the educational system through the express designation of libraries as one of the categories of educational institutions incorporated by the Regents and placed under the Education Department. They are classified as a special type of not-for-profit corporation, namely educational corporations. On that basis, I urge you to treat us with state dollars the same generosity that you have treated other educational corporations within the State of New York."[Buffalo Hearing, pp. 181-184]

JO BARGNES: "... I'm a trustee of the Amherst Library Board and I am a member of the State Association of Library Boards for New York. I am also the story lady at the library so you see I really have an interest in the Buffalo and Erie County Public Libraries.

"New York State has made a commitment to excellence in education and that commitment should include increases to the one institution that provides education to people of all ages -- the public library. So I'm here to urge your continued support for increased state funding to state libraries. Increases are needed at all levels of public library service, the system, the central library and the local town libraries. And these local libraries should receive direct state aid in addition to increases in local funding. So your support in securing increased state funding for libraries will benefit millions of residents in New York State. ..." [Buffalo Hearing, pp. 184-185]

PATRICIA FALL: "I'm Patricia Fall and I'm here speaking for **Beatrice Elly** who is a member of the Citizens to Save the Libraries.

"In the present race to keep this country alive economically there has to be a realistic examination of the costs that we share as taxpayers. Libraries and schools, in our opinion, are the prime productive tools of affects our economy, our ability to stand tall worldwide on two solid feet, not on our knees.

"Public libraries are every man's universities. There it is possible to learn a craft, gather financial data, locate business contacts and find out how to repair machinery. Yes, libraries are productive tools when they have well-maintained collections and adequate staffing. Such libraries provide a foundation for the creative and intellectual activity, the competitive capability of our people.

"Certainly, the economic stress in Erie County has been a factor in the obvious decline of our library system. Some years from now the tragic loss of our steel mills will be healed and repaired. How can the losses unknown and unseen of a diminished library system be repaired? For these reasons we believe that there should be an increase in state funding to the Erie County Public Library System and the Central Library, as well as direct per capita aid to the local town libraries, all of this to be received in addition to the increased county funding...." [Buffalo Hearing, pp. 185-186]

WOMAN: "These funds have had a significant impact on our ability to upgrade and improve libraries here in Erie County. In 1984, New York State construction funds provided incentives to the Gowanda, Cheektowaga Libraries to undertake rehabilitation projects which made their buildings more accessible, more energy efficient and more comfortable for patrons.

"The Alma Public Library constructed a substantial addition to its facility with the help of these funds, and especially important is the $113,000 grant to the City of Buffalo for the new Riverside Branch Library, a beautiful new facility that replaced the too-small, cluttered, dingy storefront, a library that was totally inadequate to meet the needs of the Riverside community. Since the construction of that new library, materials, circulation, programming and other indicators of library activity have increased by 26 percent.

"In 1986, the Buffalo and Erie County Public Library received $106,000 in state construction funds, and what good use we made of that money. Improved energy conservation at the Lancaster Public Library, a wheelchair lift for the Denio (phonetic) Memorial Library in Akron, new additions for the Boston and Gowanda Libraries, and smaller projects in Collins, Cheektowaga and Angola, that have made our buildings safer, more accessible and more functional.

"Here in Erie County, construction grants are awarded with the stipulation that local municipalities provide at least matching dollars. What an incentive these funds have been to local governments to upgrade and improve local library buildings and what a boon to trustees and librarians in Erie County and across the state; at last an opportunity to improve inadequate, inaccessible and depressing quarters that sometimes house our libraries.

"Communities in Western New York take great pride in their public libraries, but during the ten years prior to the state construction funding, there was little evidence of the kind of capital commitment that is necessary to keep public facilities in excellent conditions. Now with the incentive of state funds, municipalities are demonstrating their willingness to support capital projects, not only for public libraries but also for association libraries. Even though municipalities are not responsible for association libraries, they often are generous and contributing to the support of a renovation program.

"For example, the addition to the Boston Free Library, an association library, received $8,500 from the town of Boston. Moreover, funds were also received from the Boston Lions Club, Chamber of Commerce, local businesses and individual residents, a true community effort.

"This kind of cooperative initiative is encouraged by the availability of state funds for construction. The $4 million recommended for construction in 1988 would provide $211,000 for Erie County and we have no lack of projects waiting for these funds. New buildings are on the drawing boards right now for Cheektowaga, Eden and Grand Island, and there are a number of smaller projects involving renovation and energy conservation that will be possible if State funding can be secured...." [Buffalo Hearing, pp. 186-190]

MICHAEL LAVIN: "Hello, ... I'm representing the business and labor department of the Buffalo and Erie County Public Library. I would like to speak briefly about the specific needs about our department which serves the diverse interests of the business community.

"You've heard about the devastating local budget cuts our library system suffered in 1975-77. To this day, we have not recovered from this massive onslaught. Because of those cuts at that time, the business and labor department and the science and technology departments of the library were forced to combine into one department. The result was intolerable. Merging two of the largest, busiest and most complicated reference departments in the central library resulted in tragic cutbacks in service and also a great overburdening of our staff.

"Our library administration recognized that from the beginning and vowed to try to rectify that as soon as possible. The solution to the problem came about a few years later in the early 198O's as a result of state funding, through a grant called the Continuity of Services Grant. That money was used to give the business and labor department its autonomy once again.

"We had high hopes, and continue to have high hopes to use that annual grant money to purchase books and reference materials for the business and labor department, but that has not happened to any significant extent over these years, the reason being we've needed that money to hire part-time librarians, clerks and to purchase other operational supplies and equipment.

"First let me say that we're grateful to receive that grant money every year, but also let me say that we emphatically could not exist without that grant money. However, that grant has not been increased since its inception in the early 198O's.

"Recently, our library director asked me to draw up a wish list of some of the reference resources he thought our department would like to have. Instead of doing that, which probably would have resulted in a 5O-page list, I gave him a briefer list of materials I thought were essential for our library to have and that they really should have. That very brief list came to a total of $30,000 a year.

"It's shameful to me that a library of our size, and the Buffalo and Erie County, outside of New York

City, is the biggest public library in the state and one of the biggest public libraries in the country, that a library of that size and stature cannot afford some these very basic, very essential business reference tools.

"The business and labor department of our library system actively serves the business community in our area. We strive to meet the information needs of new businesses, small and emerging businesses, large corporations and banks, the entire spectrum of the business community, and also government agencies involved in economic activities.

"I like to think, and I believe, that our library offers some contribution to the economic development of Western New York. However, every single day that I'm working on come in looking for information, 'I'm sorry, I know you where you can find that, but we don't have it here in our library because we can't afford it.' And the tragedy of that is that these are not specialized, exotic materials, I'm talking about very basic sources that a central library in a major city should be having in its collection.

"We have an obligation to provide current and accurate information to the business community but we need increased state aid to do that.

"I'd also like to make a very brief comment about another issue and that is the problem our library system has in recruiting new librarians. You may be aware that at the moment there is a shortage of librarians in the United States, it happens every fifteen years or so, and our library system in particular, we have a very difficult time attracting new, qualified, high-caliber candidates for openings that we have. To give you an idea that that's not only a problem we have here, the New York Public Library in the past year or so has been canvasing the country, sending recruiters to library schools throughout the country trying to attract new librarians. So if a library of that caliber has trouble attracting librarians, certainly others do as well.

"From my perspective as an instructor at the graduate library school at the University of Buffalo, I see perhaps why we have additional problems of attracting new librarians to our library. I ask my students why aren't they interested in applying at our library. And the answer isn't that the salaries aren't high enough, the answer is that their perception is our library system has become a mediocre system. Certainly our library was one of the leading libraries in the United States and now I would have to agree in many instances that there are many things that are mediocre about it. And the reason for that is of course budget cuts. The state aid plays such an important role in trying to alleviate that problem, particularly with acquiring new library materials, books, reference works, periodicals and so on.

"In conclusion, I would have to ask that you don't allow this essential asset to our community to dwindle away through lack of funding...."[Buffalo Hearing, pp. 190-195]

CASANDRA SIMMONS: :"... I am a teacher at St. Augustine's Children's School. We are here to speak on behalf of our Ram Van.

"Unfortunately, our library on site is not finished yet at our school, and we therefore depend and look forward to our visits that come very two weeks from our Ram Van. The children in our school are basically of African-American descent, so therefore we know how important it is that they get to the library at an early age and realize how important it is to begin reading and using their library skills every chance they get.

"I brought two of my students with me and they'll share their feelings of how important the Ram Van is to them, too. This is Cuanshared Palmer and this is Juba Lomotey."[Buffalo Hearing, p. 196]

CUANSHARED PALMER: "What I like most about the Ram Van is that it comes every two weeks and it helps us learn."[Buffalo Hearing, p. 196]

JUBA LOMOTEY: "I think the Ram Van should come to us because if we have a library come to us it will be a bigger possibility that the children at St. Augustine's can start reading more books and get a better education." [Buffalo Hearing, p. 197]

JANICE BATISTI: "Good afternoon. I'm also going to speak on behalf of the children at Longview Niagara Day Care Center about the Ram Van.

"Longview Niagara Day Care Center is right around the corner from this branch library, and we service children from eight weeks through twelve years of age. Currently, we have about 185 children, and when I told the classes that I was going today to speak about the Ram Van they all wanted to come. There would have been 60 two-, three- and four-year-olds.

"Longview Niagara Day Care Center has been using the Ram Van services since the program began in 1977. If you're not familiar with the Ram Van, it's similar to the bookmobile in the sense that it's a converted bus that brings books, records, tapes to the day care center's back door that the teachers may borrow them. But what's unique about the Ram Van is that it also brings specialists, library media specialists that do puppet shows, games, songs and lesson plans with the children for 30 minutes every two weeks.

"We feel that the program provides a service to our children and our teachers that would not be provided for otherwise. In a center as large as us, with eight separate classrooms and 185 children, the services are especially invaluable for the following reasons:

"It's beneficial to the children because it exposes them to an environment outside the classroom situation. They meet new teachers with different ideas and it provides enrichment in our curriculum. The children are exposed to library books and become familiar at an early age, as early as two years old, with the idea of borrowing and treating books with respect. Also, it gives the children and teachers a variety of books and filmstrips that could not be possible.

"We're a private, non-profit organization and we are able to take out up to 60 books, because three separate classrooms use the Ram Van, and we get to use 60 different books every two weeks. We could never afford to buy that. The books are available to all of the teachers, not only the children that go on the Ram Van, so all 175 of our children take advantage of our service.

"Because the service is on site, teachers of the younger children don't actually go on the Ram Van bus, but they can borrow books, cassettes and all kinds of audio-visual materials. And most important, the Ram Van comes right to our back door. With young children in Buffalo winters, you know about the inclement weather. This way we don't have to leave the building, they come right to our back door and the children go right onto the Ram Van. Three classrooms use the Ram Van and they're out there about a half-hour. They're out there at our building for an hour-and-a-half every two weeks.

"When two of the teachers found out that I was coming here to speak, they asked me to read a short statement on their behalf. Nancy Candoff is the teacher in the four- and five-year-old classroom and she wrote: 'The Ram Van is an enriching experience for our Niagara Day Care children. Every two weeks the children are exposed to a program dealing with a different subject area. Holiday times are particularly rewarding. The children have an introduction, a story and usually a filmstrip or movie. They often learn new songs.

"'The Ram Van also provides a necessary service by bringing stories and pictures, etc., for teachers to use in the classrooms.'

"'Another one of the teachers, she has children three and four years old, Mary Ellen Bosser: 'I believe the Ram Van is a vital element in my classroom routine. The movies, stories and finger play activities on the van have proven to stimulate the children's imagination. One-half hour every other week helps to introduce the children to new songs, stories and new faces. They really listen and participate in the lessons.

"'With that aside, the Ram Van is also a valuable source of books and cassettes for the teachers, and I believe it is well used and greatly needed.

"'I've been at Longview Niagara Day Care Center for nine years and I've been exposed to the Ram Van for all of those nine years and I've heard and seen nothing but good things and I hope we keep the funding.'..." [Buffalo Hearing, pp. 197-201]

WILLIAM MILES: " ... I'll just try to cover the aspects of library outreach, the services to the economically, socially and culturally deprived, those people who are inmates in institutions, the correctional facilities, the Spanish-speaking people and the people who are between three years old and 103 years old. To be able to provide library services to these people who are very special people, we need people with very special skills. We need very special equipment. We need to purchase very special materials.

"We also have to come to a conclusion that library outreach has proven to be an invaluable library service and deserves very special consideration at the state level since the local people don't put it in all cases as a very top priority. The only way that we will be able to continue outreach ... will be to receive lots of money from the state. We are already receiving some but we need lots of money, more money, because we cannot come up with it at the local level.

"The tools of the trade have changed a whole lot in the past few years. We are talking about computers now, we are talking about Kurzweil reading machines, we're talking about compact disks, we are talking about TDD's, radio reading receivers, Perkins braille machines, cable television, caption decoders, hearing loops and, yes, bookmobiles. And all these things are expensive but they do the job for a public library system such as ours.

"If you would pause for just one second and consider just one thing, and you probably haven't even thought about this, but take for instance cross bussing. Cross bussing has crossed up the public library system in the inner city. The children who once passed by a library three times each and every day now drive past that library twice per day on their way home. I am bringing this up because it was a very special project to come into these public libraries. They don't come into these public libraries now because they are driving by. How can we bring library services to them? We have to have some form of a bookmobile or a Ram Van or a Lookie Bookie that we have here to take library services to them.

"Everyone, whether they are small children or adults, deserve public library services. What we will be having is a whole generation of children who will not be able to say that they receive the proper public library services because they are riding a school bus in a whole lot of instances past the library.

"One of the other things that need to be covered very quickly is accessibility. We need money to allow libraries such as the one you are in right now to be completely accessible to the public. At 1:00 today you will probably see two people come in here in a wheelchair, and they won't be able to come into this library. Someone is going to have to carry them down those rear stairs or you're going to have to go upstairs for them because this library is not accessible to those people in a wheelchair. We need some way to provide local libraries with monies so that we don't have to keep coming up with the excuses that we are accessible and we are not accessible.

"... We have won on the NACO, you all know what that is, the National Association of Counties, an award for library services to the elderly. We have received an NACO award for library services to inmates at the Erie County Correctional Facility. This is in competition with all of the counties across the country. We have won two in the past four years, and we probably could have one every year but we only submitted two years, and we won two.

"We have won all kinds of community awards for outreach. We feel we do as much or more than the average library system in New York State. However, this is not enough. The problem is too great. Outreach services by the public libraries in New York State need more attention. But without state support it will be excuses, excuses, excuses. Black folk, poor folk, blind folk, little folk and old folk will not receive quality library services.

"Before concluding, let me remind you that there is one last ingredient that is absolutely necessary in providing library services. That ingredient is quality staff. There is a definite need to attract committed people into our programs. There is a shortage of qualified professionals who are committed to serving the people who I have just alluded to. There are very meager efforts at the present time by the state, by library systems to attract black and minority people into the profession, to attract Spanish-speaking people into the profession. But these are the people that need to be attracted if it means providing them with scholarships or whatever it takes to bring the people that we need to address the problem of poor folks and other people who don't receive proper library services in New York State.

"In closing, let me further remind all of us that if we live long enough we will get old. If we get old, we may not hear too well and we may not see too well. We may have to be confined to a home for the elderly or a wheelchair. Picture being elderly without quality library services. Picture in your mind being without quality library services because you didn't use enough foresight or your position to properly ensure your own future. ..." [Buffalo Hearing, pp. 201-207]

MICHELE FARRELL: " ... I am representing the over 350 members of the Academic and Special Library Section, the New York Library Association. While I am just one person, you have ta keep in mind that I represent the students, faculty, staff and the workers at these libraries. There is five basic needs that I am going to talk about very quickly that this group has identified as needs for academic and special libraries.

"One is resource sharing needs. Resource sharing requires that libraries have good collections and strong local services. We, the Academic and Special Library Section, would like to see increased funding for all types of libraries. We'd like to see support and increased aid for hospital library service programs, for extending collection development programs to include psychiatric center hospitals, developmental center libraries, and to bring them into the hospital library services programs. They don't have a lot of people that can advocate for them. People who are using those libraries obviously can't come in here and say, 'Take care of me.' They're in a hospital bed and the people who service them need the support, and that's what this group is representing. So that's one basic need.

"The other one is automation and technology. ...[W]e need increased regional funding for regional bibliographic data-bases....

"Automated consultant services should be provided on the local level so that local libraries can decide on their own need, looking at the situation, to be able to provide technical assistance to libraries, to figure out the best type of automation to put into libraries. Rather than putting separate systems that are non-compatible. So you have a lot of money going down the drain in essence because one system can't talk to the other. It's through the funding for automation and the coordinated effort ... that ... we can have one system that will talk to other systems.

"The other and third point is delivery of materials. Resource sharing is ineffective if materials do not move rapidly through the library. At the library I work at, right now when a student or a faculty member asks for materials we have to tell them, 'Well, it's 10 to 14 days before you're going to see this item back in the library.' So you're already telling them you've lost two weeks to get that item here, and then they have to read it themselves to incorporate it into a paper or research article. That's a lot of lost time. Our people don't have that kind of time. We need a new annual appropriation to provide each region with funds to support inter-regional delivery system.

"Fourthly, I'd like to talk about conservation and preservation of library materials. New York State has been very active in that area, and the Academic and Special Library Section again would like to highlight the need for continued support for conservation and preservation of library materials. We'd like you to support cooperative efforts by funding for regional coordination, consulting and technical assistance programs. So we'd like you to bring it down, like have the funding there but then have the Regents decide what they need to meet.

"Fifthly, I'd like to talk about regional cooperation in terms of the 3R Councils. 3R Councils are multi-type library systems, and the mission of the nine reference and research library systems is to facilitate the working of all different kinds of libraries, whether they're hospital, law, business, academic libraries, school libraries and public libraries. While we've had a lot of growth in that area, and an example would be the METRO 3R's Council in New York which is New York City and Westchester. They have 218 members. Last year they took in 56 new members as part of that total. Fifty-six sounds like a lot to begin with, but you have to realize that the 56 also includes libraries, that are university libraries, that are multiple libraries counted as one unit. So it's even more than 218 members; it's not 218 libraries, it's 218 members.

"So the problem with state aid is that right now there is no per-member formula factor in 3R funding. So there is no mechanism to drive money to meet the costs generated for the new members and the new services. The 3R systems are already picking up substantial things that they are coordinating, coordinated collection development, preservation activities and inner cooperation in terms of delivery systems. Substantial increased funding should be provided for the councils because they really are important. They're the tie in terms of coordinating a lot of efforts whether they're private libraries and public.

"And one last thing I'd like to talk about is what does all this mean, this cooperation in terms of an actual library? I am assistant director at the Duville College Library which is directly across the street. That library offers graduate and undergraduate programs. Our library has heavily used and depended on the coordinated collection development funding. We've used it in the past, we continue to use it to support our students, and while we are a private institution, we are open to the public. The public does come in and use us. We are right across the street from this library; whenever this library doesn't have something, they go there and we refer our people here. So there's a real cooperation there.

"We also would wholeheartedly support the improvement in the regional delivery system. We would also like to see increased funding for the database development. Our library, through a grant from the

Western New York Library Resources Council, was able to include 7,000 of our materials listed in a regional database. The actual database has already been funded in a way and has a number of items listed in it. The problem is that without increased funding, we've got basically a stagnant database that has been formed. It has to continually be funded so that it can grow and we can add additional items to it.

"In terms of conservation and preservation, while New York State does provide that, our particular library has never felt that it fit into the guidelines because of what the guidelines call 'eligible items for preservation and conservation.' We would like to see the funding that is provided for conservation and preservation broadened in terms of definition so that an institution like ours could request funds and get a consultant to come in and identify if we do in fact have rare items. We don't have people on our staff and it isn't going to happen anytime soon where we have someone on our staff to identify rare items.

"If the state would provide either one of two things, either provide a direct grant to a library that would be interested, like ours, in having a consultant come in, or have the state provide each 3R region with a conservation specialist, even if it was just part-time, and have that person work with the local libraries to identify what is in fact a rare item.

"And in our case, if it was identified, we are very willing to move that item and put it into the state library system that has facilities where they have specialists who can manage, repair, maintain and keep those kinds of materials, and keep them much more accessible to state residents. If the funding comes our way we would like to see it come so that we can in fact move it out of our library; it's not important to us to keep it in our library, we'd like to have it moved out.

"Right now, the guidelines seem to imply that you have to have the thing and keep it in your library. We would like to see it broadened so that maybe we can identify it and then move it out and then put it in a more appropriate library...." [Buffalo Hearing, pp. 207-215]

KAREN ADAMSKI: "... I'm the Principal of Holy Spirit School, which is a small Catholic elementary school in North Buffalo. I've come to attest to the importance of a neighborhood library and the need for increased staff and money for them.

"Holy Spirit is a neighborhood school. We're located one short block from the North Park Branch Library. Although we have approximately 3,600 books in our school collection, we don't have a central library per se in our building. And because of this, the teachers take their classes on a regular weekly basis over to the North Park Library.

"During their library time there the students enjoy story hours, videos, movies, library skills training and computer classes like other schools. In addition to the class time during the week, we know that the library is frequented by our students every day after school for homework, for reference assignments and for the programs that are offered there. We and the library staff can attest that the circulation of the North Park Library has increased due to our students' use of the library. And I'd like to commend the staff in their interest in our students.

"However, the programs and services that we participate in now are very limited because of the lack of staff and money. ... First of all, because of the lack of staff, materials are not always accessible to students and to teachers because the books are not reshelved properly or on time. Collections of books on particular subjects cannot be ordered, collected and sent to the schools as they previously were. Due to a lack of money, collections are not kept current.

"Both we and the staff would like to see more time given to the teaching of library skills while our students are there. We try to follow a syllabus which suggests specific literature to be taught and which also makes recommendations that children become familiar with all the types of books found in a library. A limited staff cannot do this kind of instructing, limited funds cannot keep up with the recommended books.

"Although our students are taught computer skills, both in school and at the library, the time given to the children on the computer at the library after school when it's available to them, is usually very brief or non-existent, depending of the number of staff on hand. Likewise, if there were more staff the library could offer more and better after-school programs that benefit working parents.

"I think in short we are talking about a sometimes satisfactory, but very limited service that desperately needs to be increased for the betterment of our community. More staff, better hours, more money for books and materials, all add up to greater benefits for all of us, and I think that means a better education for our children, more informed citizens for the future. It means a greater awareness, an attraction of individuals to the library profession, it means a greater discovery that the library offers a means of enjoyment and relaxation for children today and also the future. And finally I think it means a sharing of the wisdom and knowledge and beauty that all of us need for a fuller life. I think all of that can only come through if you push for greater funds and greater staffing of our present library system...." [Buffalo Hearing, pp. 216-219]

JAN TREININ: "... I'm Activities Director for Nazareth Nursing Home. And as Activities Director I would like to voice the importance of the Buffalo and Erie County Library System has on the quality of life with respect to our patients and residents. Many of our patients and residents have severe physical limitations which impede on their ability to participate in our facility's scheduled diversional activities program. If it were not for the services provide by the Buffalo and Erie County Library System such as large-print books, talking books, cassette players, audio-visual instruments, and the list just goes on, the quality of life which these patients currently possess would not be as great.

"In the past there was a concern that the mobile book service provided by the library system was in jeopardy of losing some of its funding due to past county budgeting decisions. Fortunately, revisions were made which did not effect the efficient operation of the services.

"... I can speak for the patients of Nazareth Nursing Home that funds to the Buffalo and Erie County Library System could only enhance the quality and selection of the services currently provided. If it were not for the functioning of this system, many of our patients would truly be unhappy residents living in an institutional setting. Please consider additional funding to the mobile book service unit...."[Buffalo Hearing, pp. 219-221]

PEGGY GORCHECK: "Hi, I'm Peggy Gorcheck. This is my daughter Marguerite. I'm not fancy so what I'm going to say is going to be right to the point. I'm just a mother of a handicapped child, severely handicapped, with a lot of problems.

"Five years ago her father left us and we've lived a very lonely and isolated existence except for our many trips to Children's Hospital, we're there all the time. Sometimes she's admitted for as long as a couple months at a time.

"This child started showing signs of depression, things that come with everything that she's been through as a handicapped child. She's had a lot of trouble in school, she has seizures. We're both deaf.

"We just happened by chance to walk into the library this one day -- because these people in the Riverside Library did so much for us. They gave us someplace to go and people to see, friends that knew her and knew me. When we walked in they knew that something was different about both of us -- they didn't care. They have all kinds of -- a computer there for instance. My daughter is supposed to be MR according to some of their standards downtown and other places. She's supposed to be this, she's supposed to be that. Over at the library they don't care about that. She asked if she could learn and she could sit down and work with the computer for awhile. Now she comes back once a week and she's getting pretty good at it too.

"I guess what I'm trying to say is that the library has been like a focal point in our lives. She's not in school right now, she's on home tutoring because of her seizures. Her tutor, we've talked with her and we've told her some about the library and what they've done. She has told me that she believes that with the computer the fine motor coordination, hand-eye coordination, etc., etc., has helped a great deal with the leaps and bounds that she's been making.

"One hundred days she lost from school in the hospital and 80 days the year before, she went down so far in her marks that she lost her confidence, lost her self-esteem and a whole lot of things were going wrong with her and for her in her life. Since she started at the library, when she walks in the door everybody knows who she is, they call her by her name, she feels good. She knows who they are and they talk to her, they ask her questions, they help her if she needs help, nobody is impatient with her.

"Please, I ask you, if you can, if you have some way to do it, make sure that this library, and the others, too, you can give some to them too, but please just try to help Riverside because I really don't know what Marguerite or I would do without them, I really don't, they've been so good to us. Can she say something now?" [Buffalo Hearing, pp. 221-223]

MARGUERITE GORCHECK: "I know it has been a wonderful thing that the libraries have been opened, The libraries have been a wonderful thing to me. They have helped me a great deal. I've met many people at the library that we were just speaking of. I ask that the library does not get closed down and that it does stay open for everybody that does need it.

"I saw people a lot like us and I saw other people like you also. Everybody, whether they look different or not, it really doesn't matter. What matters is how they feel inside. What I'm trying to say is I think that the libraries have done a wonderful deed for all of us and I think that they should stay open." Buffalo Hearing, p. 224]

AMY BROCKAW: "Hello, my name is Amy Brockaw and this is Patricia Lovelan. We are eighth grade students from Riverside Academy. We didn't have enough time to make a presentation so this is what we have to say."[Buffalo Hearing, p. 225]

PATRICIA LOVELAW: "We feel that the public school libraries and the public libraries should have more computers because more kids are interested in the computer field than any other field these days because this is the computer age. Thank you." [Buffalo Hearing, p. 225]

DIANE BORKRATH: "... I'm with the Buffalo and Erie County Public Library. My title is Coordinator of Urban Services and I'm very proud to say that most of the people you heard from this morning came because they have been serviced directly by the people I supervise, whether it's in the outreach division or it's in the 15 city branches that are served by the Buffalo and Erie County Public Library. So it's really a credit to what the staff is doing now that you're hearing from the public that, first of all, appreciates what is happening but also realizes the need for more.

"I speak to you today specifically of my concerns for urban library service, specifically in Western New York here in the City of Buffalo. While the population concentrations today seem most evident in suburban areas, it is still incumbent on us to continue to provide high-level service to the older communities that have been hard hit by economic problems. This cannot be accomplished by closing branches, decreasing library service hours and severely restricting staff and book budgets. Libraries and education traditionally take the first cuts when in fact more monies are necessary. Additional staff needs to be provided to reach out into the neighborhoods to encourage library use, to network with other agencies ... to encourage and enhance the lifestyle of urban residents.

"Outreach librarianship becomes a mainstay of service we cannot exist without. This morning what you have heard is a result of a combination of local, state and federal funding. In Buffalo and Erie County we integrate those very closely so we can't say his person was serviced by state monies, this person was serviced by local monies; it's a very integrated, wonderful federated system that we have in Buffalo and Erie County. It is also very highly dependent on state aid, but state aid that needs to be addressed to the fact that we receive it as a library system and that isn't fractionated into our contracting library and different divisions within our library system.

"Another concern I have is that too little attention is being placed on recruitment and training of minority staff and those with public service commitment. ... I can speak very directly from the librarians that I look to hire and look to work in the communities with special needs and special cultural populations, and we are not getting them out of library school. We become bound by Civil Service and residency clauses to the detriment of library service.

"Most of all, public libraries are on the low end in salaries of all the librarian disciplines. We ask for more work, more energy, more commitment from our staff and we offer some of the lowest salaries. I know that's not a part of state aid, but if you can have any influence over that, it is certainly a very strong consideration is this day and age.

"All of this is to say that more dollars are needed at all levels -- state, local and federal. Public libraries use every resource they can to stretch these dollars appropriately. Your efforts on our behalf of the public libraries will be greatly appreciated and will help further the educational qualities for generations to come. Thank you." [Buffalo Hearing, pp. 225-228]

ASSEMBLYWOMAN JENKINS: "And I quite agree with you. Thank you for coming.

"I certainly enjoyed this hearing. I think it's been super. I'd like to say that this is the first. We're going to have one in Albany in January and one in New York City in February. We're going to have some others, so if you have friends all over the state you can let them know. Thank you all for coming today and sharing what you've had to say."[Buffalo Hearing, pp. 228-229]

[The Public Hearing was then concluded]

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EXHIBIT TWO, PART 2:
ASSEMBLY SUBCOMMITTEE ON LIBRARIES
PUBLIC HEARING: "LIBRARIES IN THE 1980'S"

New York, New York

January 14, 1988 10:00 a.m.

TRANSCRIPTION BY:
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[hereinafter sourced as NYC Hearing]

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Assembly Subcommittee on Libraries

ASSEMBLYMAN THOMAS DINAPOLI, Member
Assembly Subcommittee on Libraries

WITNESSES:

Nancy Lian
New York Library Association

George Morrison, Trustee
METRO

Howard Dodson
Schomburg Centre for Research and Black Culture

Robert Schmidt
Queensborough Public Library System

Susan Vaughn
METRO

Louise Mumm, Chair
Inter-Branch Library Users
New York Public Library

Mildred Dotson, Head
Outreach Services
New York Public Library

Donna Slivoski
Library for the Blind and Physically Handicapped

Larry Brandwein, Director
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Myron Roochvarg
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Queensborough Public Library

Sister Mary Ryan, Assistant
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Queensborough Public Library

Pauline Lewis, Librarian
Persons With Disabilities, Queensborough Public Library

David Carmicheal
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William Myrick, State University Dean, CUNY

Robert Goldstein, Assistant Chief
Mid-Manhattan Library

Joseph Green, Assistant Chief
Nassau Library System

Sandra Miranda
Harrison Public Library
Public Library Directors Association of
Westchester County

Theodore Allen, Historical Div. Librarian
Brooklyn Public Library

Arthur Friedman, Chair
Nassau Community College Library

Herbert Biblo
Long Island Library Resource Council

Geraldine Clark, Director of Libraries
New York City Board of Education

Louise Miller, President
New York City Librarians Association

EXCERPTS FROM TESTIMONY PRESENTED AT THE PUBLIC HEARING:

NANCY LIAN: "It is a privilege to bring to this hearing of the Assembly Sub-committee on Libraries the message of the New York Library Association with the concerns and needs of all types of libraries in New York State -- the Public, academic, school and special. I am Nancy Lian, Executive Director of NYLA, and represent all its members.

"In New York State, libraries and library systems play a crucial part in partnership with education to provide information, stability, learning opportunities, resources and recreation needs to all its citizens. Special requirements of the very young, elderly, handicapped, unemployed and disadvantaged are served as well as the needs of students of all ages, scholars and researchers and writers. Access to information is a right guaranteed all by the First Amendment.

"During recent years library use has grown, and library costs have risen steadily at a rate well beyond the inflation rate. Although State aid to libraries has increased in this decade, much of the increase was to establish new programs, and ongoing programs have not kept up with inflation. Maintaining the automated systems, training for and expanding new programs, and purchasing up-to-date publications require considerable additional funding.

"... I will mention only some of the priorities which have been voiced by various constituents of NYLA.

"...Automation is extremely important as libraries seek to network all over the state. As technology expands, libraries must be capable of sharing resources through this automation, since hard copy information is not always affordable. This automation is needed in every type of library -- the small public, the university, the elementary school, the prison, the hospital, the urban central. Once programs are established, there is no turning back, and funds must continue automatically year after year.

"Library construction, which includes renovation, and literacy have been provided for as special projects in the past. Permanent guaranteed annual funding for these programs is necessary to maintain structures to house resources and make them accessible to all, including the handicapped, and to work toward the ultimate goal of eliminating illiteracy in New York State. The number of functionally illiterate citizens in our state is growing, not shrinking, and a major ongoing effort is absolutely necessary if future generations are to be prepared as leaders. Funding is also being requested for preservation and for delivery of materials from one end of the state to the other, beyond the current regional delivery systems.

"... NYLA urges legislation to promote scholarships for prospective librarians who need professional and specialized advanced education. The profession is losing great numbers to retirement and other professions which provide better income. Many other professionals have established scholarships to attract new people and the library profession should be included.

"Other issues we urge action on, and about which we remain concerned are: moving librarians to the unclassified section of Civil Service; allowing purchase of library materials under contingency budgets; participation of Association Libraries and Public Library Systems in the New York State Retirement System; a certified librarian in every elementary school; an increase from $2 to $7 in per-pupil aid to purchase school library materials; adequate support for the State Library and Bureau of School Libraries.

"The members of the New York Library Association appreciate the support that the Assembly has provided to libraries and library services in New York State, and we seek your continued support as the growing information needs of the citizens become more pronounced and complex. We ask that the members of the Subcommittee on Libraries encourage co-sponsorship of ... the highest possible funding levels of library support during the current legislative session.

"... New York's citizens, including legislators, deserve the best library systems and service in the country. With your help, we will work together to accomplish this goal."[NYC Hearing, pp. 5-10]

ASSEMBLYWOMAN JENKINS: "I agree. We're going to work as hard as we can to get all the money that we need for libraries, right? Thank you."[NYC Hearing, p. 10]

...

GEORGE MORRISON: "... I'm George J. Morrison, for ten years a trustee of the Ossining Public

Library, currently serving a second term as trustee of METRO, our 3R's system, and an administrator of the Putnam-Northern Westchester BOCES, in Yorktown Heights, New York.

"Our BOCES was one of the original 12 School Library System Pilot Projects, and I am extremely proud to have participated in that program from its inception. I speak to you in support of ... the urgent need for additional funding for the now Statutory School Library Systems and other members of the library community.

"By way of illustration, let me tell you the experience of our school library system for this fiscal year. You'll recall that the legislature did not pass a library omnibus bill for 1987-88; therefore, our funding level was identical to that which we obtained in 1986-87.

"Because of that flat funding and the escalation of costs, none of which were incurred as a result of new programs, salaries and benefits of the two mandated employees of the system, the director and the clerk, accounted for 90 percent of the available state funding.

"The remaining ten percent was to have covered the membership in the bibliographic utility; telecommunications charges for that utility; the cost of adding new entries to the bibliographic database; charges for archival tapes from which our Union Catalog of Books is created; the cost of updating and producing the microfiche union catalog that is distributed to each of the approximately 90 public and non-public school libraries, the 38 public libraries in Westchester County and Putnam County, academic libraries and the 3R library systems in our region; the maintenance and distribution of the Union List of Serials; fees for teachers, consultants and expenses related to staff development programs which we are required to offer; travel to member school libraries, to regional and state meetings, and to metro committee responsibilities; acquisition of search tools; on-line costs for accessing the holdings we put into the MILCS regional bibliographic database, making them available for all to share and normal overhead expense.

"Needless to say, with only ten percent of the budget remaining, some of the important efforts that are required in regulation had to be severely scaled down or eliminated entirely.

"One of the most crucial to our program was the imperative to suspend our in SUNY-OCLC, the bibliographic utility into which we had entered over 80,000 holdings of our schools from the very early days as a pilot project to the end of the last fiscal year. From this database, libraries of every description in New York State, and the nation as a whole, have identified materials which we gladly shared and received from them as well.

"It must not be forgotten that school library systems are embedded within a city school district or a BOCES and are not corporate entities unto themselves. Under current law, the systems may not carry over unencumbered funds for contingencies. Thus, we are especially hurt if funding does not keep up with the costs of mandated programs. "... This part of the state with its enormous population and its equally enormous library resources also has some of the highest costs as well. ..."[NYC Hearing, pp. 10-15]

...

HOWARD DODSON [Chief of the Schomburg Centre for Research in Black Culture of the New York Public Library]: "... I first of all want to congratulate you on taking this initiative. ... The expectation was that in getting a sense of what the needs of the libraries were, we would be able to make a more forceful case to the Assembly in the future, and I congratulate you and your Committee for coming to hear us and listen to our concerns. ...

"The Schomburg Centre is a national symbol of the struggles and achievements and aspirations of my people. It is a research library which extends its reach throughout the state, and indeed throughout the state, and indeed throughout the world, to collect resources that document the lives of people of African descent. At the same time, it is a cultural center, alive with ideas, imagery and sounds, a gathering place where people come to celebrate the black heritage. It is a leader among institutions and organizations devoted to preserving that heritage. New York State is indeed fortunate to have such an institution in its midst.

"Today, however, the demands for resources and services are at a rate surpassing the growth of the center's institutional capacities. In response, a plan has been developed to prepare the center for the 21st century, ensuring the perpetuation of the mission begun by a black community and the library more than 60 years ago. The current renovation and construction project which we discussed with you last year will expand the center's facilities by more than 50 percent. Renovation of the landmark building that housed the center's original collection will create new spaces to accommodate a full gallery, study/storage spaces for special collections of art, photographs and audio-visual materials, as well as a new theater space in which we can conduct and promote and sponsor forums, lectures, dance, concerts, musical concerts, dramatic performances and other projects.

"This construction project is being funded by the City of New York and complimented by funds from private sources. Anticipating the completion of the construction and renovation project, the Schomburg Centre has already begun to assume a more prominent role in the area of interpretive programming, including public and scholarly programs, publications and exhibitions. Last year, through the auspices of the Black and Puerto Rican Caucus, the legislature recognized the unique role of the center and increased demands for services and provided a legislative appropriation of $225,000 to help us respond to that demand.

"Throughout this year, we have been able to fill several critical positions in our cultural affairs exhibition, moving image and recorded sound departments and the administrative department, and as a consequence of that, we've been able to do a number of things that were not a part of our capacity in previous years. These activities, in fact, are experiments, models, testing, developmental activities for the full program of activities we'll be able to carry on once we move into the new space.

"Just to cite a couple of examples, we've produced quality educational and cultural programs on a year-round basis for the first time, and the most immediate one that we would extend an invitation to you to come to this month is our First Annual Heritage Weekend which we celebrated on January 23rd and 24th at the Aaron Davis Hall at City College and it will feature a concert performance of the Opera X on the Life and Times of Malcolm X, and a dramatic performance by Ms. Maya Angelou. That will be taking place at City College ....

"Second, we've been able to expand the quality and quantity of our traveling exhibitions program as a result of last year's infusion of funds. Some 17 exhibitions will be traveling during Black History Month, and will be in locations around the state during Black History Month this year as a consequence of that. We have also worked very closely with a number of state agencies to both produce their particular Black History Month exhibitions and to develop their Black History Month programs. So as a consequence of those initiatives last year, among other things, we've been able to provide these direct services for our citizens.

"The current appropriation has provided us then with resources necessary to become a major force in the cultural and educational life of New York City. It is essential that this appropriation be renewed with inflation for the coming year.

"At the same time, additional personnel are needed to plan and schedule and produce and manage the wide array of educational and cultural programs that will take place in the expanded facilities. When we made our presentation to you last year, and to the Caucus last year, we projected a three-year incremental increase in staff and services, totaling some $1.2 million over the three years. The budgetary proposal for this year, FY '88, that we presented was for a total of $565,000, including the $225,000 that was authorized last year.

"We have re-examined our needs and find that our level of need this year is somewhat less than projected last year; rather than the $565,000, we're asking this year for the $425,000 which includes the $225,000 which was allocated for last year.

"What will these funds provide us with? First of all, there will be continuation of the positions that we currently have. Second, we will be able to continue to develop several projects that are essential to our being positioned to carry on the work that we propose to do in the new facilities. One particular project that we're eager to begin is that of cataloging materials that we acquired from the New York Public Library during the period that it was collecting but not processing its materials. During the period of the 197O's, some 10,000 items were collected by the New York Public Library Center before we became a part of the Central Research Library that are related to black history and black culture that were not a part of Schomburg holdings. Those materials have been transferred to the Schomburg Centre and we need some two persons to work on that project for about two years to catalog that material and make it available to our public through on-line databases and other kinds of resources. So in order to eliminate this processing backlog, we're asking for funds to underwrite these two new positions.

"Second, the effectiveness of our efforts to service New Yorkers outside of the greater Metropolitan

New York area are directly related to the quality of our public affairs/public relation outreach capabilities.

"Only through the effective use of public media and through establishing and sustaining relationships with sister institutions and constituent organizations outside of the city are we able to bring the resources and services of the center, not only to the attention but to the actual use of our citizens outside the state.

"We're already serving out-of-state New Yorkers through our traveling exhibitions programs and through our normal research and reference services. We wish to provide constituents with access to the center's unique programs and resources through audio-visual and print media....

"In concluding, the extraordinary improvements at the center over the last few years have been made possible by a combination of public and private funding. Future improvements will be accomplished in the same way. New funds, both public and private, will be devoted to developing and conserving the collections and developing an expanded and dynamic program about regents scholarships. The center's resources will be brought to the attention of a wider and wider audience and we'll be able to make the understanding and interpretation of the black heritage a part of the consciousness not only of black New Yorkers, but of all New Yorkers. For the coming year then, we are asking that the state fund the center at a level of $425,000. This includes the renewal of the current appropriation of $225,000 and funding for the processing and cataloging project and public affairs initiatives mentioned a moment ago.

"As a result of these efforts and new commitments for support of the Schomburg Center, people throughout New York State and the nation will have vastly increased exposure to our collections and to our people's heritage." [NYC Hearing, pp. 15-24]

ASSEMBLYWOMAN JENKINS: " ... Robert Schmidt, Queensborough Public Library, he's representing the union. We worked together in Queens and also served on our executive board of our local, so I've known Bob a long time. ..." [NYC Hearing, p.24]

ROBERT SCHMIDT: "... I don't actually specifically represent the union here. I am the President of my local union and I am the Vice President of District Council 37, the only one of the executive boards that does come from the libraries of the cultural institutions. So while I'm really representing the interests of the library users of Queensborough here, I'll have to speak from the point of view that's slightly different from that of the directors, although I think we have the same aim in mind, which is maximizing library service.

"Now, when I come to address the Subcommittee of the Assembly, I would like first to say that it seems in the library business we're always sub-something or other. I hope the day will come when we're addressing a full-standing committee on libraries in the Assembly. I think that the public libraries would be better served if we were. I think there would be less feeling, less actuality, perhaps, of the public library interest being subordinated to the higher education institutions. However, that's a sideline.

"The very fact that this is a Sub-committee of the Higher Education Committee goes directly to the point that I'd like to make. Of course, I and our union and the parent union level, the American Federation of State County Municipal Employees, and its various councils, support ... all aid and abetment to the libraries and I'm not going to belabor that point. ... Now, in Queensborough, as in other urban areas, there's a vast discrepancy from community to community in the availability and quality of library service. There's sort of a catch-22 situation built in.

"The only measurable statistic that libraries have to present, to show that they're productive, is circulation of materials. That's measurable. Education isn't. I can't really say, 'Hey, we have a 17 1/2 percent increase in the educational level of the users in the Baisly Park Library,' because we can't show that. We can show that we circulated 50 percent more books, or something.

"Now, when you show that, then the people who have the power to allocate funds at the city levels, state level, federal level, whatever, say, 'Well, well, they're very productive, we'll give them more money.' And therefore, we work very hard to circulate pieces of paper. And it works. I'm sorry it has to be that way, but I understand it. However, there's a catch-22 situation built in.

" ... There's one thing, one factor that all of the underserved communities have in common. It isn't ethnicity, it isn't blackness or whiteness, it isn't linguistic difference. It's poorness. To be sure, there are large segments of the society that try to keep the poor people understanding that they're poor because the ones that are a different color or speak a different language are keeping them that way. But let's forget about that. The fact is that the people who have less money in their communities, have less library service.

"Why? Because they don't support the library, they don't pay money for the library. It's because in the communities that are prosperous, that are well off, you have college educated people, professionals, people in white collar jobs and so on, and they're much more likely to read a lot. Therefore their circulation goes up in those communities, therefore they get more money. And the poorer communities where they're involved with crime and drug problems and certainly with unemployment problems, certainly with underemployment, all the things that go with poverty or semi-poverty, they don't have time or inclination to read much, so the circulation goes down and they get less money.

"Now you revert to the higher education aspect of this. This is the opposite of an educational function. It's selecting those who are educated and giving them better libraries, and looking at the people who are in need of education, looking at the communities that are in desperate need of education and saying they're not already educated so we'll take their libraries away. That way they'll never be educated.

"Now that's the opposite of education. The libraries get less funding, fewer staff, they've got fewer books, often have shabbier buildings, although sometimes they have the newest buildings. You ought to say that, it's not true about the buildings, but it certainly is true about their funding, staffing, for outreach.

"Therefore, when the few of them do go to their library they don't find what they want. So they get on the subway or they get on their bicycles or they get on their feet and they walk to Forest Hills or Flushing or Jackson Heights or one of the neighborhoods that has a good library and they use it. So by golly, Jackson Heights is reading even more, sure they came from Laurelton or South Ozone Park or South Jamaica because there isn't anything to read there. So we better give Forest Hills some more money, right?

"Wrong. You better give South Jamaica and Ozone Park and Auburn some more money and then they'll stay there and read. And then maybe we can get some outreach. Now outreach is what we're talking about. Queensborough Library has a terrific outreach program. They have an outreach program to the Oriental community, they have it to the New Americans Program; it's a very finely funded and productive New Americans program. We have English as a Second Language. But they have whole communities of fifth, sixth, seventh, eighth generation Americans who already speak English, who don't need to be educated on how to get their citizenship papers and how to get jobs in America and how to adjust to this country, because they have adjusted. They've made their adjustment. They live in South Jamaica, they live in Baisley Park, and they're adjusted. They've locked their doors and buy six extra locks and put gates on their windows. They have adjusted.

"But we don't have an outreach for them and that's what I'd like to see happen. I don't know quite how you can do it, by earmarking funds, but it's not happening. The city officials, the city council people are responsive to a small constituency in our neighborhoods, those very neighborhoods who already have the money and the influence, the money to spend, the literacy and the access to media and everything else that's needed to get their attention. That's why I'm glad to be addressing the state. You can stand back in Albany and look at the overall picture. You don't have to respond politically to the immediate community pressures. You can respond to the real needs of the people who can't bring the kind of pressure that others can.

"We have a board of directors in the Queensborough Library, some of the most influential members of it live elsewhere, out of the state, out of the city. They only come to Queens to attend a trustee's meeting, a library board meeting once a month; otherwise their business, their interests, their families, their homes are somewhere else. Not many, to be sure; we've made an effort through legislation to represent all the neighborhoods. Each community planning district in Queensborough has one trustee, but there are some extras left over that don't have to come from there. This is not a vital thing but it's representative of the fact that the ones that drive Rolls Royces to the trustee's meeting, that's true -- the ones that live in Connecticut, the ones that live in Nassau County, those are chosen because they are lawyers or because they are active in their political club and so on. They are people that mean well, they are people that are capable, they are people who know how to run a library but they don't know and they can't know really what is needed in the underprivileged, poverty communities, to bring them to the library. They don't have that background, they don't have that experience.

"There is one black person on the Queensborough Library Board of Trustees. That's the third one in 96 years. There are now three women, that makes six in 96 years. There has never been a Spanish-speaking person or someone from the Latino community, there's never been an Oriental, although they call large parts of Queens 'Little Asia.' My point is not that these are bad people, these are good people, they know what they're doing, they think. They do know what they're doing but what they're doing is not exactly what needs doing because they cannot identify with, they cannot even know what questions to ask of the lower-income communities, of the ethnic communities, poor white communities, whatever, and therefore they can't get the answers.

"Now basically what I'm talking about is outreach, education, remembering that the Queensborough Library and all libraries primarily have an education function. If their function was to circulate popular paperback romances, if their function was to circulate comic books, if their function was to circulate pornography, we'd have a circulation that would knock you out the window. But we wouldn't think that was worth funding with public funds. The others do have their purpose, they bring people to the library that otherwise wouldn't come to the library.

"But then if there's nothing there for them, you know, they'll go on to getting paperback romances, they won't get educated. I believe you can say this several different ways, but I don't believe I will, I think I'll leave it there and thank you for asking me to come."[NYC Hearing, 24-34]

ASSEMBLYWOMAN JENKINS: "I'm fully aware of what Bob is talking about because before I became a legislator I worked for Queensborough Public Library for 20 years, and my first two years in Library Service I worked in Brooklyn. I want to address some of the concerns that you brought up because they're our concerns.

"...I want to address this outreach. I believe, I know the last time that I was talking with librarians in Queensborough Public Library, there are no blacks in policy. Is it still that way?"[NYC Hearing, pp. 34-35]

ROBERT SCHMIDT: "Yes. Regional librarian is the highest level in which any black -- librarians who are sort of regional managers that have like 14 branches or so under their indirect supervision. That is as high as they get. They're not part of the policy-making level at all. There are two levels even in that department above them in the branch department. They simply serve as a messenger service between, or a liaison, between the branches and the director of branches. There are no blacks on the policy level."[NYC Hearing, p. 35]

ASSEMBLYWOMAN JENKINS: "And then you talk about funding. I live in the community -- southeast Queens has a black population of something like 450,000 persons and we have eight libraries in that particular community. But when you take the budget of all eight of those libraries and it's less than the budget of two let's say Forest Hills and Flushing. So when you have a small budget, you cannot purchase the same materials that the other community libraries have.

"Now although those eight libraries are close to the main library, and the people who will have to go there will first have to pay the transportation, when they go there, the central library is a block long, and it's departmental, and the staff there does not have time to talk with the people like the community library would. You don't have -- I don't know whether they have children's librarians in any of our eight libraries. I know the last time I checked there were no children's librarians in any of the eight libraries. And in Queens, the people in the southern part of the borough have the children. The people in the northern part of the borough do not have the children but they have the all the resources that go with having the excellent children's room. Does that still exist?"[NYC Hearing, pp.36-37]

ROBERT SCHMIDT: "Yes. It's the same function of underfunding. When you underfund the materials, you also underfund the staff. Many of these small branches have only one librarian, or two at the most and one of them is very unlikely to be a children's specialist. That's right." [NYC Hearing, p.37]

ASSEMBLYWOMAN JENKINS: "And our community is very concerned about it and they keep bringing it to my attention since I chair the Sub-committee on Libraries.

"What I was thinking about doing after we passed the budget was maybe having public hearings that persons from all of the underserved libraries could come and testify in reference to their dissatisfaction as to what's happening in their particular communities. I don't know what's happening in Brooklyn Public or New York Public, but I do know everything you're saying about Queensborough is a fact. I've seen one of my colleagues, Assemblywoman Cathy Nolan told me that one of her libraries, I think it's in Queensbridge, that they have taken the tables and chairs out because I don't think they have been able to find anybody that could work with that public, so it's like you go in and you take the table and chairs out so they just go in and get a book and take it out like you're in a supermarket. And she's very unhappy about that particular situation.

"So this is the kind of library service that the poor communities and the minority communities in southeast Queens are getting. And we'll have to address that in some fashion. And how right now I do not know, we've never had it like this before because I know when I first came to Queensborough to work, we had blacks in administration. I think Ms. Thorn was personnel director and then we had children's librarians because I started off as a children's librarian."[NYC Hearing, pp. 37-38]

...

"It's a big problem because you cannot have excellence in education without excellence in libraries, and you have to have public libraries that can give the service to the students in the communities."[NYC Hearing, p. 39]

...

"And this is what I'm trying to say to the Governor and everybody. If we're going to raise the educational level of the next generation, we're going to have to deal with the community libraries in the city. And most of the children and our students in the state, more than half of them come from the five boroughs, and we have to do something about public library service."[NYC Hearing, p. 39]

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ASSEMBLYMAN DiNAPOLI: "... You mention the issue of the board of trustees of the Queensborough library system and that's an issue that Assemblywoman Jenkins had raised and had quite a debate on the floor about it. You didn't say it but is it fair to assume from what you were suggesting that you would favor a residency requirement for the board of trustees?"[NYC Hearing, p. 41]

ROBERT SCHMIDT: "Yes." [NYC Hearing, p. 41]

ASSEMBLYWOMAN JENKINS: "I introduced the bill last year, last session in reference to requiring the board of trustees of the Queensborough Library System and Brooklyn Public to have to live in the city of New York, because as the Queensborough Public Library we have one trustee who lives in Connecticut and another one who lives in Nassau. The bill did pass the Assembly after a big debate, but it didn't go anywhere in the Senate. I have re-introduced the same piece of legislation and we'll see how far it goes this time. We were going to grandfather in these two persons, but prohibit the mayor from appointing anyone else who does not live in the city of New York."[NYC Hearing, p. 41]

ROBERT SCHMIDT: "Well the mayor pledged himself not to appoint anybody who didn't live in Queens, and that was in 1979 and he's done it about three of four times since." [NYC Hearing, p. 41]

ASSEMBLYWOMAN JENKINS: **"I have passed that correspondence out to all the legislators. But he had his lobbyists there lobbying the legislators against it, because that's what our mayor does; he's apples today and oranges tomorrow. ..."**
[NYC Hearing, pp. 41-42]

IRENE DUSZKIEWICZ: " I'm ... Director of the Hempstead Public Library. I'm here to urge your support of the direct, per-capita subsidy to public libraries without conditions. For 25 years, this state's aid for public libraries systems, who in turn, have provided services such as interlibrary loan and delivery to their member libraries. Little cash has been distributed to the local libraries under this aid program.

"The elimination of federal revenue sharing, increased demands on our local revenues and institutional changes make it clear that a new focus is needed to address the present financial conditions facing the state's local libraries. Direct aid is needed now. ..."[NYC Hearing, pp. 42-43]

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SUSAN VAUGHN: I am Susan Vaughn of Brooklyn College of the City University of New York and Chair of METRO's legislative committee. I'm speaking today on behalf of METRO, the Reference and Research Library Agency for this area ...

" ... METRO's membership includes over 200 libraries of all types in the metropolitan region. Its programs cover the gamut of access to union listing. However, I thought it might be interesting to look at METRO from one library's point of view and to get a better feel for how important this ... agency is to its members.

"Brooklyn College is part of the City University of New York and as such has a very strong commitment to serve New York City students and to make higher education available to many who would otherwise not have the opportunity. We have approximately 15,000 students.

"As a library with a total budget of over $2 million, our annual METRO dues are $2,000 a year. This is a relatively small investment for the services received through direct METRO programs and for the benefits accruing from programs that METRO administers on behalf of the state.

"For example in the area of collection development, METRO administers the coordinated collection development program. Brooklyn receives about $13,000 annually through this program .... This program has greatly increased our collections in the five or so years that it has been in operation.

"Metro has initiated also an innovative collection assessment program which is being done in only two or three areas of the entire country. In this we are attempting to identify the strengths and our weaknesses of our collections in order to better serve and refer our patrons.

"The yellow METRO courtesy card has, of course, become very well known in the region. It has allowed hundreds of our students to have access to collections which otherwise would have been off limits to them.

"Exceptionally important is the fact that METRO provides us with a delivery system. It is the system on which the libraries of the City University depends for transporting all of our interlibrary loan materials -- books, films and photocopies. This is an integral part of our service and we would not be able to do it if it were not for the delivery that METRO provides. ...

"The Interlibrary Loan Clearinghouse at METRO has also been of assistance to us in locating resources. Our staff has taken advantages of many continuing education programs. This year they have ranged from information on Latin America to"more practical things such as service to the disabled and photocopy services. These programs are highly professional and no one library could offer either the range or the quality of the programming to its own staff. In the coming months, there will be programs on preservation and CD-ROM technology, two subjects that have become increasingly more important.

"Automation is the area which has probably received the most attention in recent years and probably will receive the most attention at these hearings. Annually, Brooklyn College has received over $20,000 or retrospective conversion of our bibliographic records. This is through the regional database program .... This had increased the value of our regional database and makes resource sharing more of a reality....

"METRO has also been a leader in the provision of many other services to libraries. The library community needs a financially healthy library bill in 1988, one which will fund our regional reference and research systems adequately. Their services are used and they are important to their constituencies. As one member library, Brooklyn College would provide much less service if METRO wasn't there as a support and a backup. Adequate funding of all types to libraries should be the highest priority in 1988." [NYC Hearing, pp. 43-47]

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LOUISE MUMM: "I'm Louise Mumm, board member of the Interbranch Library Users Association, which is the coordinating body of the branch support groups in Manhattan. Therefore, today I am speaking for all the users in Manhattan: the children, the homebound elderly, young adults, functionally illiterates and the Phi Beta Kappas, the able-bodied and the handicapped.

"We were delighted to read that Governor Cuomo in his State of the State addressed and stressed the need for increased support for education, and of course that was brought out this morning in reports in the newspaper about the actual budget; we're delighted about that. But here today, we want to stress that our public libraries are an inherent part of the educational process.

"We start that process even before the schools do with our programs for the two- to four-year-old children. And of course, the state-funded outreach program for English as a Second Language ... is an excellent example of this educational service.

"We wish that we had enough money to be able to give a service to the very young mothers and their babies to help them to begin their parenthood in the right way. It will take funds to do that, so that's another outreach that we need.

"Further evidence of the libraries as an educational institution is the large number of records and cassettes which are available on loan. The newest service is computers in some of the branches, with staff to teach how to use these computers. We need more funds to be able to extend that service to all the branches.

"One of the most significant facilities supported by state funds is the Central Library Service, which supplies books to our three special libraries. These books are those not generally found in the branch libraries; in fact, I understand that 80 percent of that collection is not found in the libraries. For example, I frequently find that a book that I have gone on reserve for is not available in my branch but comes to me from the central reserve. This service needs constant additions and upgradings, as well as replacement for worn out and sometimes lost books.

"And last but not least, ... I would remind you that our Library for the Blind and Handicapped very badly needs a new building. The present one is absolutely inadequate and it's not negotiable for those who are handicapped. In addition, there isn't a reading room for anybody there. It has been a great disappointment to us, the users, that for the past two years there has not been an increase in funds for libraries. In fact, we understand that last year there actually was a decrease, and this in a time when all costs, especially for those for books, are going up, and the demands for service are greater than ever. ..."[NYC Hearing, pp. 48-51]

ASSEMBLYWOMAN JENKINS: "And I thank you for coming on this cold day, and I'm sure that Mel Miller and the Governor and everybody will be impressed with your brief, because it's not your field, you're just a person who's a user, who's interested in people and books and putting them together. You had an excellent presentation.

"What I'm trying to do is get the Governor to call a Governor's Conference on Libraries. We haven't had one in, what, over ten years? And so it's time for one ...."[NYC Hearing, p.51]

DONNA SLIVOSKI: "... My name is Donna Slivoski. I'm employed as a secretary by the U.S. Treasury Department. I have lived in Brooklyn since my marriage 12 years ago, at which time I applied for services from the Library for the Blind in New York City.

"Since reading is my primary pastime, as it is for a majority of blind people, the Library for the Blind plays a very important role in my life. The services I currently receive include being provided with braille books, recorded books, both on phonograph records and cassette tape, and the specialized machines needed to play these recorded books.

"In 1981, I became more actively involved with the library when I joined the Citizens Advisory Council to the Library for the Blind and Physically Handicapped. This group meets bi-monthly with library staff members to discuss and make suggestions pertaining to programs and library services. On behalf of the Citizens Advisory Council, I produced and hosted a talk show on In Touch Networks, which is a closed-circuit radio station for the print handicapped. Though this program was neither conducted by or affiliated with NYPL, all interviews and on-air discussions dealt with topics of interest to library patrons.

"Several years ago, a studio with two sound-proof booths was built to record books of local interest for print- handicapped New York City residents. Funding for this project was provided through a generous appropriation from the state legislature. An ongoing panel of library patrons was then formed to audition volunteer readers for the audio book studio. I have been on this committee since its inception. Many good books have been recorded to supplement the book collection provided by the National Library Service, Library of Congress. As a matter of fact, the audio book studio enjoyed a day of notoriety a few years ago when Governor Mario Cuomo volunteered his time to read the introduction to his autobiography.

"On Library Day in Albany, I have spoken with state senators and assemblypersons about the necessity for state funding. Their response has almost always been generous. Recently, monies were granted to update the computer and make it compatible with the computer system used by the Library for the Blind in Albany. Additionally, several staff positions were filled.

"... The New York Public Library's Library for the Blind was begun in the 189O's. At that time, the collection was comprised of several braille books, mostly of a religious nature. In 1931, with passage of the Pratt-Smoot Act (phonetic), a national program was begun and regional libraries were formed throughout the U.S. Books were produced and distributed by the Library of Congress. In 1953, the New York Public Library moved the Library for the Blind to its present location at 166 Avenue of the Americas. Even then, the facilities were barely adequate. While it was true that this building had a loading dock which was critical for the Library for the Blind, since all of its operations were conducted via the mail, this building was never designed to be used as a library, but is instead, an old warehouse.

"During the mid 1960s, the scope of the library was broadened to include not only the blind, but any person due to a physical disability is unable to read conventional print. Hence the new extended title, Library for the Blind and Physically Handicapped.

"Understandably, this new classification brought with it a tremendous increase of readership and this number, which currently stands at about 100,000 in this area alone, has never stopped growing. The irony here is that the building in which the library operates is totally inaccessible to wheelchair-bound and mobility-impaired patrons. What we are proposing today is that funds be granted for construction of a brand new library building to be specifically designed to meet the needs and requirements of the blind and the physically handicapped.

"In order to be really effective, this building must be first and foremost accessible to all, regardless of physical disability. While construction of an entire building to serve a select group of citizens may seem far too costly to some, this is not a new concept. Library buildings such as this have already been built in Atlanta and San Francisco. A new building would result in improved services to and increased participation by handicapped persons within the library system. At present, there is not even enough room to house the entire book collection in one location. Braille books, which are quite large and cumbersome and usually consist of several volumes, are stored in a warehouse on the west side. Once a week library personnel must make a special trip to this site in order to fill requests to braille readers. Backlogs are the obvious result.

"The proposed new building would have ample space to house the entire collection. Also, that stacks would be arranged in such a way as to allow browsing, which is taken for granted in regular libraries, but has heretofore been impossible at the Library for the Blind due to its inaccessibility and overcrowded conditions. Reading rooms in the new building could be equipped with talking book machines, tape players and all the latest high-tech equipment used by blind and physically handicapped people to access the printed word. Currently, much of this equipment is going unused because there is just no room to set it up properly.

"As I mentioned earlier, reading seems to be a leisure activity for many blind persons. We must now, however, overlook the boon that a specially designed and fully equipped facility would be for blind students and professionals. No matter how independent one is, there is no way in the world that a blind person can use a regular library without some type of assistance. The proposed library would alleviate this dependency on others by affording the means by which blind students and professionals can do their own research.

"The audio book studio is also currently located off site and is only in operation three days a week. It is hoped that when the recording booths are installed in the new building, audio books can be recorded on a full-time basis.

"The NYPL Library for the Blind also serves as the regional braille lending library for Nassau and Suffolk Counties. This geographic distance, as well as the fact that mainly library users within the five boroughs will still need to be supplied with books via the postal service, illustrates the need for a larger, more modern loading dock behind the building. The dock presently in use is not wide enough to accommodate today's larger, more modern mail trucks.

"It is also hoped that with the opening of a new library building project access can be resumed. This program was inaugurated by the New York Public Library for the purpose of training blind persons in the use of the Kurzweil reading machine, a highly sophisticated optical scanner with speech output. When in operation, this program was conducted out of the Mid-Manhattan Library which, because of its size and maze-like set up, many blind people, myself included, found quite difficult to negotiate.

"To really understand the importance of the Library for the Blind and Physically Handicapped in the daily lives of its patrons, it must be remembered that this is our main source for obtaining reading material. Neither magazine stands nor bookstores have braille or talking book sections. I firmly believe that a building such as the one we are proposing today is long overdue. ..."[NYC Hearing, pp. 51-60]

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MILDRED DOTSON: "... Thank you ... for allowing me to speak here today on behalf of the New York Public Library. ... I'm coordinator of the office of Special Services. Our office coordinates and develops and implements all the outreach services for the New York Public Library.

"The outreach services of the New York Public Library continues to take on new dimensions as our city focuses upon the needs of the new immigrant, the homeless, the disabled, the unemployed, the educationally disadvantaged minority and institutionalized populations. The complex problems associated with living in a large urban city become insurmountable to these groups who are unfamiliar with the available free community resources. The New York Public Library, through its outreach services, continually seeks out these persons that need access to English as a Second Language and literacy instructions, job and career workshops, cultural and educational programs in their native language and community information.

"Our current English as a Second Language program offers instruction in 28 classes at 12 branches to approximately 2,000 adults a year. Initially this program started in 1984 with three classes. The Passage of the Immigration and Control Act of 1986 has increased the demand for ESL classes at the New York Public Library. From the massive turnout on registration night, it is evident that there are never enough spaces to accommodate the number of persons wanting to improve their English. Many times we have had as many as 200 people waiting at locations in an attempt to register for our classes, which we take only 25 to maybe 30 students per class.

"My office, the Office of Special Services, administers the State Literacy funds. In order to maintain the level of ESL classes, after the $20,000 cut in State Literacy funds, New York Public Library had to divert funds from other outreach programs. The New York Public Library is looking forward to having these literacy funds restored in the state budget.

"In order to accommodate the reading and cultural needs of immigrant populations, the New York Public Library has launched upon developing programs and book collections that are designed to attract these populations. Outreach funds are used to establish book collections of English as Second Language and foreign language materials. Collection development has focused upon popular fiction, non-fiction and video cassettes. The language collection development includes materials in Spanish, Italian, Russian, German, French, Japanese, Chinese and languages from India. And in order to do this, we have had to hire a materials specialist, a person who can read and speak several different languages in order to work very closely with vendors.

"Extensive programming which has emphasized cross-cultural relationships, has been offered to the public in Russian, Polish, Spanish and Chinese. When programming is designed to attract an immigrant population the person often comes to the library for a specific purpose, but remains to sign up for a library card and borrow books in their native language or in English. When a reader's first experience in a U.S. library, which is free, is seeing a program relevant to their cultural experience, he or she retains a very warm feeling for the library.

"The combination of the English as a Second Language classes and cultural programming, and the availability of ESL literacy and foreign language collection, have had a positive effect upon our outreach to the immigrant population of the city. New York Public Library has continued its tradition of supporting programs during Black History and Puerto Rican Heritage Months.

"In addition to the English as a Second Language classes, the New York Public Library offers a diverse literacy program to the educationally disadvantaged adult in New York City. Although this program is financed with MAC funds, Municipal Assistance Corporation funds, my office, the Office of Special Services, responsible for the coordination and the implementation of this service, is funded by Coordinated Outreach. Our literacy program, the Centers for Reading and Writing, available at eight branches in Manhattan, Bronx and Staten Island, have successfully reached its third year of helping adults become literate. Adults may avail themselves of classroom instruction, one-to-one and small group tutoring, Saturday writing workshops and computer assistance instruction. In addition to instruction, our centers provide collections of books, the Lifelong Learning Collection, for the adult learner.

"The Coordinated Outreach grant of the Library Omnibus Legislation has enabled the New York Public Library to develop Lifelong Learning Collections in all of its 82 branches. The non-traditional settings of the Library Literacy Program has enabled many students to continue their education without the fears associated with being in traditional classes.

"Outreach funds have supplemented programs developed by the Education Information Center which is funded in the education part of the state budget for the unemployed and underemployed adult. The workshops emphasized career development, self-assessment and resume writing. A bookmark entitled 'Education/Job Search: Resources for Minorities' was produced with New York State Coordinated Outreach funds.

"The growing numbers of homeless families residing in hotels has focused upon the educational and career needs of the residents. Networking with a variety of community agencies has enabled the New York Public Library to provide quality programs and books for hotel residents. Programs include picture book hours for pre-schoolers, cultural and educational workshops for adults, and deposit collections of new paperback books. In March 1987, the outreach staff and the children's libraries of New York Public Library received the Eleanor Roosevelt Community Service Award for their participation in the delivery of services at the Martinique Hotel. In cooperation with the nursery school housed in the Prince George Hotel, New York Public Library has provided monthly Spanish/English programs.

"Networking with the Human Resources Administration and the Civilian Volunteer Corps has enabled the New York Public Library to provide reading aloud programs at two congregate shelters in Manhattan. Teens in the Civilian Volunteer Corps were trained by and with New York Public Library staff to do reading aloud programs in the shelters. New York Public Library supports these programs with deposit collections of books, resource assistance to CVC members and field trips to neighborhood branches.

"The New York Public Library has expanded its outreach services to the homeless, to women living in hotels. In addition to programs, deposit collections of paperbacks are available for borrowing by shelter residents. Books for adults include GED, career information, light fiction and community information. Library service to the homeless now includes shelters in the Bronx and Staten Island.

"New York Public Library's outreach services also extends to those persons residing in correctional facilities and nursing homes. New York Public Library currently provides deposit collections of books, films, booktalk programs to 34 nursing homes in Manhattan, Bronx and Staten Island. This year, program directors from five nursing homes participated in our Outreach Services Advisory Committee and were very enthusiastic about working with the library to provide better services.

"Services to our correctional facilities reflects some of the growing concerns of the population at large. Outreach funds have enabled us to provide programs and materials on AIDS, writing workshops, music appreciation programs, library orientation and community information for inmates in pre-release programs.

"At the Spofford Juvenile Facility, a forum of Vietnam veterans discussed the Vietnam War and answered questions on the war, recruitment, and the veracity of such films such as 'Rambo' and 'Platoon.' In answer to the growing fears and concerns that AIDS has caused among inmates and prison staff, we have provided a wide range of programming and literature for inmates. At the Lincoln Correctional Facility, a pre-release facility, we offered an AIDS Information Forum for every inmate orientation cycle conducted for incoming inmates. The library has supplemented the efforts of correctional staff by providing quality health information, as well as especially designed resource information packets to inmates with AIDS and their families.

"'Connections III', a guide for ex-inmates, to information resources in New York City, and 'The Job Search', a step-by-step guide in job hunting for ex-prisoners, both written by New York Public Library staff, were updated this past year and printed in large numbers for free distribution to prisoner, parole and probation officers throughout New York State. We were also very proud to produce 'Conexiones III' in

Spanish. Coordinated outreach funds have enabled New York Public Library to reprint an additional 1,500 English and 600 Spanish copies. Our original printing was 35,000 copies of English and Spanish. We continue to serve 11 city correctional facilities and six state correctional facilities.

"A major focus for New York Public Library has been to implement programming and to develop collections of materials for persons with disabilities. Our very successful programs for the hearing impaired have been presented at branches throughout the system by the New York League for the Hard of Hearing. The League provides very informative discussions, primarily to senior citizens, on hearing impairments and the devices that are available to augment hearing. The New York Public Library has received training in American Sign Language. Participating staff have done orientations, recreational and educational programs using American Sign Language to communicate with the deaf. Several entertainment for the deaf and hard of hearing have been initiated, such as a lecture and presentation on educational and career opportunities for the deaf, the Lighthouse Singers performing spirituals and jazz which was interpreted in sign language.

"State outreach funds have made possible the expansion of services to the disabled at the New Dorp Branch on Staten Island and the Fordham Library Center in the Bronx. Each location has a TDD, a telephone/typewriter for the deaf, and a staff member dedicated to training users on the Kurzweil Reading Machine which converts the printed word into speech, and the Apollo Machine which magnifies print. Extensive outreach and programming include: volunteer reader services to the blind, programs using sign language interpreters, chess and checker tournaments for blind and sighted teens made possible by braille game boards. The Lighthouse for the Blind uses the Fordham Library auditorium weekly as a training site for blind persons with guide dogs.

"Developing programs and services for the target populations of our outreach efforts has required the New York Public Library to network with and participate in a variety of community agencies and programs. Our outreach efforts have included:

"Cooperative planning with the Human Resources Administration, the Civilian Volunteer Corps, Community Planning Board #5, the Single Parents Resource Center and Homes for the Homeless in order to implement programs at the homeless shelters.

"Involvement of the Center for Immigrant Rights and the Office of Immigrant Affairs in staff training and the development of immigration information programs.

"Participating in Channel 13's 'Plus Literacy Campaign,' working with the Mayor's office on Youth, the Literacy Assistance Center and the Riverside Adult Learning Center in the continued development of ESL literacy programs.

"The expectations that patrons have of the library have changed in the last generation. Communities assume that libraries provide a variety of educational, cultural and recreational programs and services instead of just books. If New York Public Library had additional outreach funds, we could:

"Broaden the scope of our ESL Program to include instruction in conversation.

"We could support the additional need for ESL literacy materials in branches in low income communities.

"We could support branch foreign language and ethnic material needs, particularly cultural and educational videos.

"We could expand services to homeless shelters, more in the Bronx and Staten Island. We could continue to train the CVC teens and expand the deposit collections of books to include materials for teens.

"We could expand programs at nursing homes by training staff on the use of multi-media, multi-sensory bifocal kits which help senior citizens reminisce about things in their past.

"We could increase programming at correctional facilities to include basic writing workshops, music workshops and poetry readings.

"The New York Public Library is prepared to expand its outreach services. The increase in outreach funds, as proposed ..., will provide the resources needed to successfully implement new programs. ..." [NYC Hearing, pp. 60-74]

...

PATRICK GRACE: " ... I am Government Documents Librarian at Brooklyn College. I am a member of the Government Documents Interest Group of the New York Metropolitan Reference and Research Agency. I wanted to say a few words about the importance of METRO to government documents librarians in the New York City area.

"There are approximately 50 members of the Government Documents Interest Group. We meet once every two months, usually at the New York Public Library at 42nd and 5th. At these meetings we share information about our own libraries, for example, particular projects we're undertaking or how to deal with the United States Government Printing Office which is the principal source of most of our information.

"We share information on new technological developments in our particular field which can provide the means to get information to the library patron in a timely manner. We also have presentations by various experts in different areas of library and information services. It is very important to us to have the ability to get together and share this information which enables our professional development. It is entirely because of METRO that we have the opportunity to organize.

"Your further funding of METRO is essential to us to be able to continue to provide high quality library services to the citizens of New York...."[NYC Hearing, pp. 74-76]

...

LARRY BRANDWEIN: " [Director of the Brooklyn Public Library] ... I believe at one time 50 percent of the directors on Nassau County came out of the Brooklyn Public Library. I don't think it's true any longer, but at one time it was true.

" ... The library profession was sorely disappointed last year, when in a time of relative plenty and with statewide funds clearly available, the libraries of the state could not share in what we thought was to be a coordinated statewide effort to improve the educational fabric of our cities and state as a whole.

"Those that allocate statewide funds must understand that the libraries play a pivotal role in enhancing the quality of education in this state. And for us to play successfully this rightful and needed role, it can only be achieved with the understanding that libraries across the state need to have made available to them 'yes' on a yearly basis an increase in funding that can be counted upon.

"Passage of an improved library bill is clearly something that will enable all libraries of the state to provide a better quality of service, as well as giving us the opportunity perhaps of offering some new services as well.

"... It is also important that our state legislators understand that at least in New York City we do not even reap the full benefits of any increased state-level funding. For example, the last state aid increase which saw the allocation for the Brooklyn Public Library increased by over $800,000. However, the City of New York in essence captured over $500,000 of that amount, leaving the library with a net gain of only $318,000. Realistically, that did not account for a significant improvement. Unfortunately, most of the people I think in the state legislature who supported the library bill were probably not even aware that this was happening to us.

"... I want to make a special appeal for an increase in what is called the "Non-Formula State Aid," as it appears in Chapter 718, 1981, Sections J, K and L. This segment of this bill refers to special allocations which are currently given to the Brooklyn, Buffalo and Erie County and Nassau County library systems. Each of those systems is provided with a specific allocation for a specific purpose. For the Brooklyn system, the funds go in support of our business library which has a nation-wide responsibility and reputation, and in truth is the single most successful program currently coming from the Brooklyn Public Library.

"These funds, both in Brooklyn and the other two systems throughout the state, have remained constant since the original date that they were put in the bill some seven or eight years ago. Despite the fact that almost all other segments of the bill have received periodic increases, this portion of the bill has never received a single increase since its inception. I would urge additional consideration for that aspect. ..." [NYC Hearing, pp. 76-80]

...

MYRON ROOCHVARG: [Director of the Commack Public Library] "... The most important thing for us is the problem of the Commissioner's Regulation 90.3 which compels libraries with disparate funding to serve each other on a free and equal basis. Our neighbor, who is just as wealthy if not wealthier than we are, funds their library at a per capita level, roughly one-third of ours. And because of this disparity in funding we, up until 1984, experienced a tremendous overuse from them for which we were compensated. In 1984, the funding stopped, so in 1984 we tried to negotiate some new fee schedule with them, and because they don't have enough money to fund their own library they reluctantly said no and we cut off the service. And everyone has been living happily ever after since 1984.

"Recently, a group of dissidents in that community have petitioned the commissioner to compel us to serve them on a free basis. This would mean a subsidy of roughly $150,000 to $200,000 a year conservatively of our community to subsidize the neighboring community. We interact with other neighbors and members of the system whose use is minimal and equivalent; some of our patrons go there and some of their patrons come to us. That's fair and equitable and we have no problem with that, but we cannot fund and allow service to a neighbor where that service would be in excess of 20 percent of our total activity.

"... I would like you to use your good offices to try and change or modify Regulation 90.3 to relieve libraries who are in situations like ours, and ours is not unique, there are others around the state that I know you're aware of, to try and change that.

"The second thing is that on behalf of the Public Library Directors Association of Suffolk County, we would like to ask that the Regents Advisory Council be an elected rather than an appointed body. Right now it's appointed by the Division of Library Development, and to put it as charitably as possible, in our view we do not always think that the appointees reflect the problems and priorities that are in the field.

"Lastly, I am one of the few people -- my friend, John Clarke, who will speak next I believe -- who are in favor of keeping librarians in Classified Civil Service. ... And as people who are involved in the political process, I'm sure you're aware of the long history of power corrupting, and absolute power corrupting absolutely, and we think librarians have been sheltered by Civil Service for so long that they don't realize the dangers of what would happen if that protection were not there. So I'm against that also. ..."

"...[T]he Regents Advisory Council, (should) have a member from each region's judicial district that corresponds to the region. This would enable the librarians to work more closely with their regions, and each judicial district would elect their corresponding librarian to serve on that council. It makes no geographic sense, the council that's currently there."[NYC Hearing, pp. 82-86]

JOHN CLARKE: "[Director of the Bayshore Library] ... I'm speaking in opposition to the NYLA proposal to place librarians in the unclassified Civil Service. The NLYA proposal to place professional librarians in the unclassified service of Civil Service is a step backward for the library profession. Under the present system, librarians are appointed after passing a competitive examination and have the job protection afforded by Civil Service. The NYLA proposal would eliminate both the examination and the protection.

"In reaching this proposal, NYLA is reacting to what they perceive to be problems with the existing service. In a memo dated August 1980, NLYA listed the problems. I hope to show that the proposed solution not only does not answer these problems, but rather creates new, more serious difficulties for librarians.

"First, 'tests do not measure aptitude, motivation and personality.' This criticism misunderstands the nature of the examination appointment process. Motivation and personality traits can only be fairly assessed during the probationary period in the actual working environment. The purpose of the examination is to ensure that the appointment decision is as fair as possible. Elimination of the exam allows for favoritism, political patronage and all the abuses that have led to the institution of Civil Service in the first place.

"Second, 'residency requirements make relocation difficult.' This bill does not solve this problem as the imposition of residency requirements is a political decision made by the local appointing authority. Residency requirements will not be changed as a result of this bill.

"'Decentralization, whereby examinations are announced to be administered locally, discourages mobility and career advancement.' Determining what jobs are available and where they are located is always a problem. Removing librarians to the unclassified section does not solve this problem, as no mechanism is substituted for announcement of vacancies. As a result, many jobs will never by publicly advertised as, favorites are appointed before vacancy is even announced.

"Fourth, 'multiple choice exams do not test on managerial skills.' This has been corrected so that the present exams for managerial positions tests knowledge of managerial skills. Actual demonstration of these skills takes place in the probationary period.

"'The process builds in a delay of filling vacancies.' Civil Service, under decentralization, schedules examinations based on local needs. Any delay is as much a fault of the library board as it is of Civil Service.

"The sixth objection, 'affirmative action is made more difficult.' History has shown that minorities have a greater advantage when all qualified can participate in open competition and when only a few are considered for appointment since only a few are known to the appointing authority. As very few minority members serve on library boards, knowledge of the availability of minority librarians is all the more difficult to obtain.

"'The unassembled exam counts quantity not quality of experience.' This is untrue as rating scale tests both length of service and its quality.

"'The general lists do not allow an employer to select a candidate with a specialized background, for children's work, etc.' The library boards can request specialized lists from Civil Service under the exiting system.

"Since removal of librarians from the classified to unclassified section does not solve the problems NYLA has with Civil Service, what does it do? First, it eliminates all job protection and places librarians at the mercy of elected library boards. Any due process or protection the librarians have will be at the discretion of the library board, the very people who are trying to fire the librarian.

"This vulnerability is very real. Granted, most library boards are honest and upright with laws that exist to protect us from the dishonest and unscrupulous. What sort of protection would a librarian have against a board and jury of the John Birch Society members, Moral Majority or other self-righteous groups? What protection would the librarian have against a board majority who wishes to hire friends, relatives or political cronies? It is not all that difficult to obtain a library degree, especially as cousin Joe is assured of a job as long as aunt Millie stays on the library board.

"Library boards do not necessarily attract the corrupt and venal. But aren't we attracting the wrong person if library boards can hire and fire at will? Is NYLA absolutely certain that political intervention has not happened in public schools or the state university system? Due process and job protection are very important to all workers, but they are especially important to teachers and librarians, the very nature of whose work often places them in opposition to various interests in the community. If they are to work effectively, they must not worry about changes in political climate, pressure groups or patronage. Teachers have the protection of tenure, librarians that of Civil Service. To drop librarians of the protection would be detrimental not only to the profession, but to the society we serve."[NYC Hearing, pp. 86-91]

...

ALAN WAGNER: "... I am ... Assistant Head of the Queensborough Public Library's New Americans Project. We extend library services to immigrants whose native language is not English and help them to adjust to American life.

"Projects like ours are often called services to special populations. In Queens, however, Hispanics are 16 percent of the total population and Asians are 14 percent. Newcomers from Europe and Africa bring the immigrant percentage of the total population to about 33 percent. So if new immigrants are a special population, it is not in terms of numbers, but in terms of need.

"Although America is the immigrants' chosen country, for many it is still strange territory. Studies have shown that while many make successful lives here in a relatively short time, the full acculturation of an individual, a family or an ethnic group is a long-term process. When immigrants contribute fully to their new community, everyone benefits. The Queens Library is helping new immigrants to contribute.

"As part of the library's responsibility to provide service to all, we do extensive outreach in the major immigrant languages of Queens. Brochures explaining library services have been printed in French, Spanish, Chinese, Greek, Russian, Italian and Korean, and distributed throughout the library system, as well as to community organizations. A Mail-A-Book service, offered in seven languages, reaches the homes of immigrants from countries where public libraries as we know them do not exist. Mail-A-Book is their introduction to the American library.

"In 1986, our administration commissioned the Gallup Poll on library use. One of the findings was that despite outreach services like Mail-A-Book, many in the Hispanic community were unaware of the Queens Library and its services. Immediately a campaign was launched called 'Say Si To Your Library.' The centerpiece of the campaign was the purchase of $170,000 worth of Spanish-language books for seven branch libraries serving large Hispanic communities. These collections are being well used, and seven more branches have been chosen to house Spanish-language collections. We also purchase large numbers of books in Chinese, Korean, Russian and Indian languages for branch libraries.

"The demand for these books is strong, but just as strong is the immigrants' hunger to learn English and to enter into the mainstream of American life. Since 1979, 10,000 students representing 70 countries and 40 languages have studied in our English as a Second Language classes for adults. Currently we enroll 2,000 students a year. Every student is registered for a library card and receives an orientation tour of the library where they study. Three of our new card holders are students from Iceland, Nepal and Bukina Faso in West Africa.

"A year ago, thanks to the efforts of the Queens delegation, we received a legislative grant to start a pilot coping skills program. Under this grant, now in its second year, we offer lectures and workshops in Spanish, Chinese and Korean topics such as immigration law, parenting, prevention of sexual abuse of children, consumer rights and tenant rights. The programs are presented by bilingual professionals who can communicate their knowledge in plain language.

"The library is also playing an important role in bringing together neighbors of different ethnic groups. A recent English as a Second Language class in the Sunnyside branch included native speakers of Arabic, Chinese, Croatian, Italian, Korean, Persia, Romanian, Spanish, Tamil, Thai and Turkish learning side by side.

"Our ethnic performing arts programs have a large following among both new immigrants and American-born residents. Over the past few years, multi-ethnic audiences have enjoyed free library concerts by musicians, dancers and actors from Latin America, Haiti, Greece, Italy, the Soviet Union, Poland, Afghanistan, China, Korea and Japan. At these concerts we give bilingual introduction in which we explain library services. But, just as important, the concerts bring together neighbors of different languages, races and cultures to celebrate the ethnic diversity that makes Queens so special.

"Information, culture sharing, education, acculturation -- that is what your support help us to provide immigrants. A letter from a student in one of our English classes sums up what it means to them. He writes:

"'I think the libraries in Queens are the best I have seen in my life. They have given me an opportunity to learn more than I could have imagined and everything in them is free. The library helps me learn what is going on in the world. Every day, I can read more in newspapers and I am able to get the green light in my life.'

"Your continuing support of our programs will help thousands more new Americans to get their green light on the road to becoming effective citizens of New York ...." [NYC Hearing, pp. 92-97]

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SISTER MARY RYAN: "... I am an older adult. I'm the staff assistant to the librarian for older adults at Queensborough Public Library. ... We at Queens Library appreciate the opportunity to speak ... on the Older Adult Program in Queens.

"With funds provided by the New York State Coordinated Outreach Service Grant, our service was begun in 1985, and has expanded yearly with the hope that in some way we can keep pace with the library's need of our aging population. With these funds we have been able to develop new educational and recreational opportunities for the active, healthy adults, as well as to provide special services for the visual, hearing and physical disability. We have encouraged the use of the library by older adults, both for individual and group activities, and have established a network with representatives from the state and city agencies for the aging, senior centers, nursing homes, community boards and other service organizations.

"We have used every opportunity available to make older adults and professionals in the social services aware of the library's resources and services -- the large print materials, hearing and visual aids for the disabled, second career counseling, volunteer programs and literacy, ESL and adult basic education.

"Our postage-free Mail-A-Book service has served the homebound and nursing home residents throughout the borough for almost 20 years, all with the hope of sustaining our older adults in their love of reading. Presently, about 3,000 books are mailed out each month.

"With the increase of funds received last year we were able to establish an outreach center in the Rockaways, where the largest concentration of older adults in Queens live. This program has been most successful and should serve as a model for our future expansion of services. Thirty-three nursing and adult homes on the peninsula receive collections of large-print books every two months. Programs to create intellectual stimulation and recreation have been offered at each of the four libraries on the peninsula. Workshops in drama, art, as well as exercise classes and wellness programs have attracted the interest of newly retired older adults and those unaffiliated with golden age clubs and senior citizen centers.

"Health-related issues and informational programs on EPIC and Mitchell-Lamas regulations requested by the seniors themselves were popular and well received. We have presented several intergenerational programs which were well received and which we will be pursuing in the future.

"Throughout the entire borough of Queens are branch libraries, host educational and recreational programs, film and book discussions, art lectures, concerts and theatrical programs, all presented to help improve the quality of life for the older population.

"While serving our elderly, we are reminded daily of the problems some face. Many are in need of assistance in networking with the myriad of agencies in the social service systems. Many are confused by bills, computerized statements and the terminology used in eviction notices, medical forms and entitlement papers. Although the needs of our older adults do vary, we offer them an opportunity to sustain and improve their quality of life. Their golden years have too often become a time of loneliness and unfulfilled dreams, stress and insecurity rather than a time when the simple pleasures and necessities of life could be attainable.

"With your continued support, we hope to reach out to more older adults, inform them of the many library services available, introduce new educational and recreational opportunities which will enhance and enrich their lives and provide them with the opportunity to retain their independence, remaining alert and well-informed citizens. ..."[NYC Hearing, pp. 97-101]

...

PAULINE LEWIS: "... I'm the librarian for persons with disabilities at the Queens Public Library. ...

"State aid for coordinated outreach services programs has been significant in ensuring that the Queens Public Library provides quality library service to persons who are disabled and to older adults. I would like to share with you a few of the ways in which the Queens Public Library has used coordinated outreach services monies to make a difference in the lives of some of your constituents.

"There is a gentleman, who as a result of a stroke, can no longer decipher print. However, he can understand what he hears and he can speak fairly well. He wanted to continue participating in a book discussion group at the Windsor Park Library, but he could no longer read the books. Now one of the services that we provide with state monies is a volunteer reader service, where volunteers record for print disabled persons material that is not readily available from other recording sources.

"And so now, every month, we record for this gentleman the books that are to be discussed and he is now participating actively in the book discussions. In fact, his wife called the other day to say how much the book discussion group has helped to alleviate his depression and really put him actively involved again in things that are going on.

"There is also another side to this volunteer reader service. This service is an example of the effective use of older adults in a volunteer service. Several of the volunteer readers are older adults, and it is gratifying to hear them express how satisfying providing this service is for them. One of the ladies said to me the other day, 'I told my daughter what a valuable and important job I have at the library. It makes me feel really good to come here on Wednesday mornings.'

"Disabled persons are generally much less well educated, much less likely to be employed, and more likely to be living below the poverty level. They have the highest unemployment and the greatest training needs. Here are a few specific examples of how the Queens Public Library has used state monies to help disabled persons improve their skills and find employment.

"Lena is a bright and ambitious young woman, but she is severely visually impaired. Through the Lighthouse she had heard that if you could master a computer training manual, she might be able to get into a special training program at TWA. For weeks Lena came to the Central Library to use a visual tech machine, to read the lessons and her notes. I'm pleased to say it paid off; she got into the training program.

"At four o'clock one afternoon a job developer at the State Employment office called to say that he had a job for Lisa, a deaf young woman who he had been trying to place for months, but she had to be at a certain company by nine o'clock the next day. We used the TDD at the library to notify Lisa about the job and to arrange the appointment.

"I'm also pleased to say that the library has employed, with coordinated outreach monies, a disabled young woman who works in the Office of Services to the Disabled.

"A major way to make the library's materials and information accessible to persons who are disabled is by providing special equipment. State monies have provided the Kurzweil reading machine that changes print into synthetic speech for the print disabled. A variety of magnifying devices, including the visual tech and view scan that enlarges print up to 60 times the original size, and the telecommunications device for the deaf, or TDD, that allows a hearing or speech impaired person with a TDD to use a telephone to receive telephone reference and information service from the library.

"Having special state funds also means that there is staff whose positions are dedicated to assisting persons with special needs in using the resources of the Central Library. For example, if someone comes in who is visually impaired, staff will assist that person in using the catalog, in locating materials and in using the microphone readers.

"Disabled persons are often doubly disadvantaged because they do not have access to many educational and cultural experiences. This is particularly true of children with disabilities. Currently, we are offering at the Bayside Library, in cooperation with the New York State Office of Parks, Recreation and Historic Preservation, monthly enrichment program for children from the Queens Center for Multiply Handicapped Children. I wish that you could have seen the delight in the children's faces as they sang along with a folk singer and musician at one of the recent programs.

"In addition, the library sponsors classes in American Sign Language for staff and the general public. There have been programs co-sponsored with the MTA and Jamaica Bus Company to encourage wheelchair users to use the accessible buses. These programs have allowed those persons using wheelchairs to practice using the lifts.

"The library provides hearing screenings for the public. At the Central Library assistant living devices for both the hearing and the visually impaired are demonstrated to potential users so that they may preview equipment before they purchase it.

"Books and large print are available in most branch libraries. These collections are increasing in size and also popularity. Close captioned, popular and educational video cassettes are available in 16 branches for loan by persons who are deaf. And our newest venture -- in February the Library will be starting a class in basic reading and writing skills for adults who are deaf and read below the fourth grade level.

"Although current state funds are meeting some of the crucial needs of persons who are disabled, we know that current library services for the disabled do not begin to approach the levels of need. Disabled persons constitute a large minority group and other minority groups. They are a constituency who is becoming stronger and more vocal about their rights.

"To ensure equity of library service to your constituents who are disabled, the Queens Public Library requests that you continue to support increased state aid for the coordinated outreach services program. As the Queens Public Library develops and extends its services to this target group, additional funds are vital in order to continue to purchase special equipment and materials, to offer special cultural and information activities and programs for the disabled, and to provide specially trained personnel.

"... I might mention that we do have two small state grants and we serve the Queens House of Detention for Men in Kew Gardens and the Queensborough Correctional Facility in Long Island City. So we're working with both of those institutions. ..."[NYC Hearing, pp. 101-108]

...

WILLIAM MYRICK: "... I'm ... University Dean for Libraries for the City University of New York, and the Chancellor of the University, Joseph S. Murphy, has asked me to read the following statement to you on his behalf. ...

"'In preparing our young people for productive careers in New York State and the nation, both public and private colleges and universities rely on strong libraries to support their educational missions. ...'

" ...'Since its passage in 1984, the original Bibliographic Database Program has allowed the City University to add over 300,000 titles to its combined collections, and the Coordinated Collection Development Aid Program has so far provided CUNY with an additional $1.9 million to purchase titles for its library collections.'

"'An increase in funding for these two resource sharing programs will provide expanded access to CUNY collections, not only for its students, but for all state residents as well.'

"'I also support the [proposal ... to seek an increase ... for the conservation and preservation ... for the conservation and preservation of library materials. Now as you already know from being a veteran library worker, because of paper-making processes and materials in use since the mid-19th century, they tended to produce acidic paper. Library research materials are deteriorating at an alarming rate.'

"'In recognizing the extent of this problem, the New York State Legislature enacted legislation in 1984 ... [which] provided state aid funds to establish a conservation and preservation program with the New York State Library to develop preservation strategies and to administer the granting the funds.'

"'Through this very able program, allocations have so far been awarded to 118 institutions throughout the state. Examples of how this legislation has helped us on the local scene include the archives of La Guardia Community College which got funds to microfilm the records of the Steinway and Sons piano factory. Funds went to the Yevo (phonetic) Institute for Jewish Research to allow them to preserve a unique collection of wonderful Yiddish children's literature. And the museum of the City of New York, which was allowed to preserve a collection of Eugene O'Neil's original manuscripts and correspondence, thanks to this legislation.'

"'Nevertheless, the preservation program's current level of funding means that more than half of the applications received cannot be funded. So that we will not lose research materials important to the people in New York State, I support the proposed increase in state aid funds to enhance the preservation program.

"'Because the City University works in partnership with the school system and with the Regents Public Libraries in the education of our young citizens, I also support the proposed increase in aid to school and public libraries.'

"'Finally, and in addition, the City University of New York expresses its full support of the proposed 1988 Documentary Heritage Bill. This bill will provide a long-awaited and much needed avenue by which the University can enhance the role of our archives as repositories of materials which mirror the daily life of our complex institution. Further, this legislation will provide the resources needed to assist our archives in organizing these items into an invaluable legacy which we will leave to future generations. The provisions of the Heritage Bill are totally in keeping with the university archive's mission to preserve the past so that we may better understand and assess our present and future place in the history of education. I urge its passage without reservation and without delay.' ..."[NYC Hearing, pp. 109-114]

...

DAVID CARMICHEAL: "I'm pleased to speak today on behalf of the Coalition for New York's Documentary Heritage. The Coalition has as its purpose to spotlight the dangers which face historical records throughout New York State, whether these records be government documents, local history records or library materials. Currently, the Coalition represents 27 organizations including several library agencies such as the Metropolitan Reference and Research Library Agency.

"Last year, the state legislature responded to the rapid deterioration of government records by passing the Local Government Records Act. ... There is no doubt that this was a timely and reasonable response to the problem which local governments face.

" ... New York has every reason to be proud of its great documentary resources. Our libraries and archives are known around the world for their fine collections and professional care. But the historical materials houses in these repositories provide much more than just a source of pride. They provide information vital to the health and well being of New York citizens. Historical records are used daily to provide evidence of both the immediate and distant past. Materials in historical repositories have been used to locate toxic waste dumps, to prove citizenship and to settle property disputes. In fact, the uses of historical records are as varied as the people who use them.

"But there are hundreds of historical records programs throughout New York State which are underdeveloped and inadequately supported. Many libraries especially have inherited local history collections or community archives which more often than not are the responsibility of an already overworked librarian who becomes frustrated by his or her inability to provide adequate access to the records. These programs and many others desperately require technical assistance and other resources in order to be able to identify, preserve and make available historical records.

"The members of the Coalition for New York's Documentary Heritage support the New York Documentary Heritage Bill because it addresses the serious problems that we face daily in our attempts to preserve New York's past. The bill will provide help in at least six ways:

"Firstly, it encourages historical records programs to carefully plan their long-range development.

"Secondly, it supports projects to identify, preserve and make available historical records.

"Thirdly, it encourages cooperation among historical records programs to eliminate wasteful and costly duplication of effort.

"Fourthly, it provides technical assistance in each of the 3R's regions, thereby offering professional help to the many non-professionals who have responsibility for historical records.

"Fifthly, it promotes the documentation of minorities and other under documented subjects.

"And sixthly, it promote the more effective use of historical records through public and educational programming.

"The bill will accomplish these goals by means of grants made directly to historical records programs, to cooperative projects, to the reference and research library resources systems, and to the SUNY and CUNY systems.

"The New York Documentary Heritage Bill carries with it an appropriation of about $2 million, a small price to pay when one considers the scope of the problem. The Coalition does not expect the current problems to be solved solely by government intervention. The solution will require increased private funding and greater public awareness as well. But we urge the Legislature to see this bill as a reasonable response on their part to this great need.

"The Coalition will continue to seek greater public involvement to preserve our documentary heritage and we urge the sponsorship, passage and funding of this bill to add another measure of support to our efforts. ..."[NYC Hearing, pp. 115-119]

...

JOSEPH GREEN: "... I'm the Director of the Nassau Library System. ...

"... The Nassau Library System in Nassau County in general has a reputation of having a higher level of personal income, a higher level of educational attainment, and generally speaking, a higher standard in the general components that we call 'lifestyle' than a lot of other places around the state. And from that background then we have a population, because they are very, very much aware of what public libraries can do for them, place extremely strong demands and expectations on the public libraries. The libraries, in turn, in Nassau County then place some demands on the public library system. And in turn we have a responsibility to the best of our ability to meet those demands.

"The local libraries in Nassau County over the last several years have been able to maintain reasonably strong levels of service because they've been able to maintain reasonably strong levels of funding thanks to the wisdom of the funding fathers in those localities.

"The Nassau Library System, however, is not a public service or tax-supported locally supported institution. We are known as a state agency, if you will, quasi-state agency, and we are expected to derive our funding from the wisdom of the people in Albany. And that has been our history over the last 30 years, not necessarily Nassau, but public library systems ; around the state. So that the public libraries in Nassau County have enjoyed a continuation of funding in the public library system, although we've received two good increases since '83, doesn't share the strong levels of support as our localities.

"Rather than bring mountains of data to you to substantiate this, let me just give you a few 'snap shots' if I might. Although Nassau County itself is not obligated to provide any money to the Nassau Library System, we receive $200,000 from the county. These dollars are used to provide services that generally go beyond traditional library service. For example, in addition to delivering books to the various libraries, we supply delivery service of all the publications brought forth from the various Nassau County government offices. So we get money for that.

"In 1975, that amount of funding was at a level of a little over $299,000. In 1975, that level went to zero. And since 1977 it stayed at the same amount of $200,000. And as you know, $200,000 in 1988 won't buy what it did in 1977. We've tried to get more money from the county over the last several years, but the county repeatedly has said the obligation of funding for the Nassau Library System must come from the state and we must press for funding from our elected officials in Albany.

"Next, having an impact on what we call our 'fixed income' of operations are those mandated costs, things such as social security or pensions, or most recently, the area that has the strongest impact, the Empire Plan, which in this year alone went up 60 percent. It's had devastating impacts on our ability to provide services.

"As you know as well as I from your good efforts last year, state aid is not brought about on an annual basis although we all agree it should be. In the sixties, and even into the seventies, aid for library systems was only passed maybe every five or six years. In the last few years it's come about every two or three years. But because of the unpredictability of this kind of funding, library systems have been reluctant to embark upon new services for fear that the continuation of the dollars needed for that kind of funding will dwindle away.

"In 1975, the Nassau Library System had over 100 full-time employees. Today that figure stands at about 70, all brought on because we just haven't been able to keep pace with inflation.

"By no means are these little 'snap shots' unique to Nassau County. This is typical or not unusual for public libraries around the state. And without substantial increases in aid to the Nassau Library System, or the other public library systems, I'm afraid that the systems are going to continue to cut services rather than increase services, not from a lack of need at the local level as expressed by the public libraries, but simply because there is just not enough money there to keep them going. ..."

"... I'd like to say is Larry Brandwein mentioned earlier on the laws of 1981, Chapter 718, that apply to what they call fixed-services programs of the Business Library in Brooklyn, the Science and Technology Library in Buffalo and the Congressional Information Services that we offer at Nassau Library System; we are part of that program and we too urge your support for the passage of an amendment to the law so that we can see some more dollars into that program. ..."[NYC Hearing, pp. 120-126]

...

THEODORE ALLEN: "[Librarian, History Division, Brooklyn Public Library] ... The Erasthmus Hall High School had its 2OOth anniversary recently. At that time, the president of the Board of Education came there and he made the remark, commenting upon the fact that the deterioration of the building was very deplorable and its maintenance very poor and how closely they had played the tradition of Erasthmus Hall in letting it be neglected. He said, 'I am sorry to see the message that this sends to the members of the black community who see that when the communities change demographically, the quality of our schools and our school buildings and our education also deteriorates.'

"At the same time, the NAACP commissioned a report by Professor Rabba (phonetic) of Columbia University who noted that it was a deliberate policy, and this was documented by the Board of Education, to preserve less crowded schooling facilities for white students in order to keep whites in the school system.

"In other words, in the assignment of teachers preference was given to the white community. Now this has to do with the school system. I infer, however, from that there is much to be looked at in our library services system. I can't believe that it would be all in that aspect of public education, yet the library system, which is a functioning educational system, is immune to those things.

"Our late director, Kenneth Dukoch (phonetic) in an interview upon leaving the service of the Brooklyn Public Library last January said, 'Well, Brooklyn Public Library doesn't have the money. We don't have, Ms. Astor to endow us, but it's not all for the bad. We're content to be a blue collar institution.' That began to set off alarm bells in my mind because I was familiar with the phrase as libraries as 'people's university' and I just couldn't quite equate people's university with blue collar institutions, especially when it was accompanied by the selling off of a number of our collections from Brooklyn, old collections, on the grounds that they weren't much patronized and on the grounds that we needed the money.

"Now as to whether they were patronized or not, the research library, if it is to be one, has to maintain things and they will be used sometimes but the New York Public Library doesn't. However, it is the philosophy in Brooklyn in the Brooklyn Public Library System, 'Well, there's enough to have a research library at 42nd Street.' But the people of Brooklyn weren't consulted on that question.

"And then when the proceeds of these sales were used, I don't know for what, but they certainly weren't used to build up the Brooklyn collection which is definitely a Brooklyn collection research asset. And we have there on microfilm materials from the Schomburg collection and from the Oberland (phonetic) abolition, materials which are practically inaccessible because they're not cataloged and are therefore not really available for public use.

"Our main library has ceased to be a center for public activity, that is public lectures and films and that sort of thing -- in the branches it is but not the main building on the grounds that there's some reconstruction going on there and so we're crowded into smaller space and don't have the room. However, you can't suspend such activities, which the director of Schomburg talked about, how important it is that they're going to have in their center film showings and other things and the appropriation necessary to maintain that, without doing something severe to the life and the function of the library in its service to the community.

"I raised this question with our director, Mr. Brandwein, these general questions. He was very courteous in hearing me out and we had a long discussion, he wrote to me about it. I want to say that much about it. But I think there is a question here that yet has to be closely addressed. It is not simply an amount of the money to be appropriated, but who is going to deal with the problems that Bob Schmidt talked about in dealing not just with the new citizens but the people that were denied citizenship 200 years ago and whose decendants today suffer those disabilities.

"I want to endorse the suggestion by you, Assemblywoman Jenkins, for a proposal for a hearing of library users; I don't just mean in the narrow sense, I mean in the broad sense, because I do not believe that a direction will be accomplished in educational policy nor in library policy without the mobilization of that public opinion. In 1903, Mr. DuBois (phonetic) said, 'The problem of the 20th century is the problem of the color life.'

"Unfortunately, we are now reminded that as New York moves into the next century, and we're talking about the year 2000, that one of the big questions is how will it in its growth deal with the question of such facts that in Brooklyn the black population in the last 30 years increased from six percent to 33 percent. They have not come to grips with that question. The libraries have a role in doing that and I think that has to be somehow integrated into all these questions of library policy.

"If the library is an educational institution, there are some things with regard to which it cannot be indifferent and cannot be neutral. Howard Beach posed a question to this city, and the libraries in one way or another have to be reminded by that. If the prosecutor Heinz can say, 'Our churches must somehow or another come to grips with this question,' it must be true of our library administrators. You can't get away and stay away from that.

"Just one last thing as a detail: I proposed that the Brooklyn Public Library, over a year ago, that we prepare collectively in the different divisions, a reading list, a bibliography, on the question of South Africa. I went through the head of my division, went through -- it evaporated somewhere in the upper, higher levels there. We did get a copy of one from Queens Public Library that they had done, and we xeroxed it and stuck it around someplace there, but we didn't do it ourselves. It shows the poor, at best, indifferent attitude to this matter. I have used my remarks simply to stress this aspect of library policy which I think needs to be integrated into your consideration...."[NYC Hearing, pp. 126-132]

ASSEMBLYWOMAN JENKINS: "And ... I thank you for what you've said because I understand what you're talking about. The same situation that's in Queens, it seems to be in Brooklyn also. In our elementary schools in the black community in Queens we do not have school librarians. In the public libraries we do not have children librarians. We need the right placement of funds in reference to have them distributed and they should be distributed equitably. There's a lot of thinking that has to go into this to how we're going to turn some of this around, because we're not going to have excellence in education without excellence in libraries.

"The hours are wrong -- in our community the library hours open to the public are shorter than in the other communities. Its confusing. One library that may be 15 blocks from another may be open these hours so nobody ever knows when the library is open and when the library is closed. There's a lot of things and we're going to have to work on them."[NYC Hearing, pp. 132-133]

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ROBERT GOLDSTEIN: "I'm ... Assistant Chief of the Mid-Manhattan Library in the New York Library System and a member of the New York Metropolitan Reference and Research Library Board of Trustees, that's METRO. I'm speaking to you this morning in my capacity as Chairman of METRO's Automation Advisory Council. I know it's not necessary for me to describe to you the vital role that automation technology has played in libraries during the last 20 years. But I would like to stress that although libraries have worked hard over the years and expended enormous resources in an effort to bring the materials into machine-readable form in order to provide greater accessibility to the public, there remains a great deal to be done.

"As you're aware, a major thrust of the State Library's Division of Library Development is toward resource sharing and accessibility to all materials held by libraries throughout the state. In practical terms, this means that the more titles available in machine-readable form, regardless of the database in which they reside, the further along the road to total accessibility we move. Regional and statewide resource sharing in cooperation contributes to the most cost-effective utilization of scarce and valuable resources -- resources often purchased with the public dollar and to library loan, delivery and interlibrary cooperation will obviate the need for costly duplication in library collections, and will ensure full access to information by all the citizens of this state whether they're researchers, students, or just people who want to find out information.

"The automation of library systems and libraries directly contributes to regional and statewide library cooperation. Access to information about each other's collections and holdings promotes sharing of resources and facilitates access to libraries and library materials and promotes full utilization of the rich resources of this region. In short, it ensures the biggest bang for the public buck.

"Libraries in the Metro region -- academic, public, school, special libraries -- hold an aggregate of approximately 38 million titles. Of these 38 million, only approximately 9 million are currently in machine-readable form. As these figures indicate, at the end of 1987, only 24 percent of the region's holdings are in machine-readable form. Libraries in the Metro region have and will continue to allocate large amounts of ... their scant resources to get the rest of the job done, but they need help. METRO, through funds made available by the state, has been able to underwrite over the past three years the conversion of approximately one million out of the nine million records in machine-readable form. Libraries in the metro region are grateful for this assistance, but obviously, with 29 million records still to go, a great deal more is needed.

"So to promote resource sharing and the fullest utilization of this region's libraries, to help the public gain full access to information, I urge you to favorably consider legislation which will appreciably increase funding for library automation for this region."[NYC Hearing, pp. 134-137]

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SANDRA MIRANDA: "I am the Director of the Harrison Public Library which is up in Westchester County just north of here. We're a community of 23,OOO-some-odd people, and in 1987 I was the president of our Directors Association in Westchester County. There are 38 public libraries in our county.

"... I'm just going to itemize a few special things. ... wanted to speak to you a little bit about the special things which are important to us. One of them is ... the Civil Service Legislation that would take librarians out of the classified section of Civil Service and put them into the unclassified section. Every year we fondly hope that this might go through. It's so important to us at this point. I think we all know about the shortage of librarians, a terrible hiring problem just finding people.

"Civil Service, the way it's set up now, only makes it worse. We all know that we have specialties in the library field such as children's librarianship, technical services and all the rest of them, and it's very hard with the Rule of 3 to get the right person for the job that is open. It's also very difficult, no matter how assiduous you are in looking for a job, the chances of your going around the state and putting your name on all the Civil Service lists in all the municipalities and counties that have them is most unlikely. So putting librarians in the unclassified section, I understand, would allow for a larger list to be developed statewide and that would be great to have such a pool of librarians to choose from when it came time to hire.

"As far as the funding from the state goes, naturally we'd like to see more of it. We'd like to see it happen annually. The reasons for that are so simple, any good business planning ahead -- I know, I as a local library in my municipality have the opportunity to plan each year so that my salary increases and my utility increases and all these cost of living increases that take place have their day in the sun, there is time to take care of them, plus any programs that I wish to augment or simply continue also have a chance to receive funding for that purpose.

"Unfortunately, our public library systems dependent on the state for funding don't have that same opportunity. On the Public Library Directors Association which reviews the system budget each year before it's approved by their board, we see the difficulties of the lack of annual funding. It makes simple things such as salary increases and utility increases and rent increases very difficult to balance along with the programs that we expect from the system. So we hope that the legislature will look kindly upon annual funding in the future.

"We would also like to see increased funding to systems as Mr. Green mentioned earlier. I've only been in the Westchester Library System for three years, but in that short period of time I've seen a consultant go by the board, we're now without an audio-visual consultant, and our adult consultant and youth consultant which used to be two separate people are now one, which is better than nothing but still less than what we had. Consultant service is something that we look to the system for with great anticipation. It's very important to us. And we have to take what we can get but we hate to see it diminish when we really need this so badly.

"Another thing is that we look to the system for centralized services such as processing, and we're about to embark on an automated circulation system which will increase the effectiveness of our resource sharing throughout the county. We don't want to see the system be in any kind of an unstable situation where funding isn't a certain thing and an annual thing.

"As far as the local libraries go, my library receives $5,500 a year from the state. That's against an annual budget of about $750,000. You can imagine that's not terribly impressive to my municipality but it's sure better than nothing. We would like to see the kind of per capita aid that the schools are getting. If you gave me a dollar per capita for my 23,000 people that would be five times what I'm getting now almost and that would be great. We would hope to see much better support in the way of local library aid. Last year I did not get an increase in my book budget and that $5,000 from the state did mean a lot to me; I got to spend it on my processing fees and so I did get to buy books with it. It is important to us and it's important to all the libraries in one way or another.

"Also, we'd like to see the state aid for library construction continue as a regular program. My library was a 1984 recipient of that funding, and I can tell you that the renovation of our old building, which was supposed to take place along with the addition that was put on the building, would not have taken place if that money had not been made available to me. There are several libraries I know throughout the county that are planning construction projects, Ossining I know is one, Greenburg, Shrub Oak, I believe Armonk, North Castle is doing a phase project, so is Mamaroneck. These are ongoing projects. Libraries all over the state are run down, old, too small, whatever, and we need this kind of support in order to make this kind of expansion and improvement of facilities happen.

"We also support, of course, the funding that's been coming down for literacy. My library is a site for literacy training through the Literacy Volunteers of Westchester County, and we do provide tutor service within the library. Naturally, as the funding continues, we are able to make possible more materials and this is true all over the state. We can support literacy volunteers and make that program happen. In my community, we have a great deal of foreign-born living in Harrison, so English as a Second Language is very important to us...."[NYC Hearing, pp. 137-144]

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ARTHUR FRIEDMAN: " ... I want to thank you for the fact that you participated this past September in the Long Island NCLALIARC annual breakfast and it was a pleasure to have you visit with us and hear some of our concerns at that time as well.

"I am ... Associate Professor, Chairman of the Library at Nassau Community College, Trustee and Secretary of the Board of the Long Island Library Resources Council, and at this time I am also convener of the State University Council of Community College Head Librarians. I appear before you to ... provide some insights into the effects of library legislation and our ability to serve the needs of individuals who live, work and are being educated in the state.

"I'm really speaking in support of the bill that you have proposed .... [This] [l]egislation ... is a product of the collective judgment of the librarians, library support staff and library trustees throughout the state. It recognizes that the funds available to support library activities are not infinite. It recognizes that New York's history and tradition of developing a diverse collection of educational and cultural institutions creates many needs for these few funds. It also recognizes that as leaders of these institutions, we can accomplish much more by sharing fiscal and accomplish much more by sharing material resources than by acting selfishly.

"Speaking as an academic librarian, ... [this legislation] directly affects my organization and colleagues in at least four categories. However, they can easily be grouped under the general theme 'Resource Development and Sharing.' This bill ... recognizes the fact that the majority of colleges and universities in New York State are small with enrollments under 10,000 full time equivalents. By increasing the base aid, this legislation acknowledges the severe strain rising books costs have placed on our operational budgets.

"It also acknowledges that small and large institutions have a need to maintain a basic collection in their areas of strength. ...

"Coordinated Collection Development aid has permitted our academic libraries to build their collections based on their strengths in unique areas. Materials purchased became part of the regional collection which has been made available for interlibrary loan and other forms of resource sharing.

"Expansion of the development of the regional database program, and by extension, the statewide database, is also considered .... [It] recognizes that in order to share our resources we must know what exists. The State Education Report on Post-Secondary Institutional Libraries in New York State, which was just recently issued, indicates that almost 65 million books, periodicals and audio-visual materials are housed in our libraries. Continuing to build our database of these items, and collections of the public and special libraries of New York State, and adding to that the frequently unique collections of our school libraries, must be supported. ...

"The reference and research resource library systems were designed to meet the diverse information needs of all the people of New York. They are a voluntary amalgamation of all types of libraries -- academic, research, business and special libraries, public libraries, hospital libraries and school library systems. Each member library brings its own special culture and resources to the organization what it needs, and as a result, helps build a system that is greater than its individual components. Working cooperatively, we build a library network that seeks to meet our present and future needs.

"In the Long Island region, our 3R's organization has been built on our strengths. Accepting positive ideas for cooperation, it has served as the focal point for the Long Island Media Consortium, a bi-county system for sharing film and video resources among the colleges and the public libraries of the area. It has championed and coordinated the Research Loan Program, providing on-site access and borrowing privileges of patrons through the special resources in public and academic libraries.

"I might add that this is the only program like it in New York State which not only provides access, coming to the institution and looking at the materials on site, but also provides those borrowing privileges.

"The system also provides continuing education programs through its committees, these committees being composed of representatives of all types of libraries, and it provides a host of other activities.

"We need ... additional financial support ... to maintain and expand the 3R system. In addition, we need the help of the legislature to assure that the programs you encourage are not hampered by misguided regulations, and interpretation of the regulations from the bureaucracy. We need you to assure the rights of libraries, public, academic, special, etc., to join the systems which can meet their individual and unique needs.

Each of these libraries have their own boards which can make the determination which systems they believe they should belong to.

"And finally, I want to call your attention to the need for funding to build and maintain both intra- and inter-system delivery services. We know how to establish an effective delivery program, and our 3R's organizations have been handling this aspect of our service and their services for over 20 years. However, the escalating costs and need to expand service throughout the state require new funds, not an additional study, not another pilot project.

"With the continuing support of the New York State Legislature, libraries in our state will remain a model for the country. We know how to do our jobs; we only ask for the financial resources to make the job possible. ..."[NYC Hearing, pp. 144-152]

...

IRA WEINSTOCK: "..."I basically want to talk just very briefly about Pratt and the programs that we have. First of all, we're celebrating our 100th birthday in June of 1990. We are the oldest continual program in Library Science in the country, and we hope to celebrate another 100 years of good health.

"One of our commitments is presently that we've now formed a new school. It's called the School of Computer Information and Library Sciences. What it's doing is taking the technology of computers with the basic program in library sciences and combining it into one unique program, where we're now getting into a lot of, for example, modern technology within the computer library system, where our students take courses in computers, they take courses in on-line searching with the computers, and they're doing a lot of research in this area. What's happening is as the system changes and technology moves in, you're getting more and in the advanced technology factor, and therefore we're moving into that area but without leaving the library field. It's sort of a combinational area.

"One of the other things is that we have a commitment to the business community. A lot of our students and a lot of our graduates work in the specialty libraries in the city and corporate libraries. So we're having a lot of tie-ins with them where we sort of like work together to find out, for example, where the market's going to be in the future, how they see the library students, or how they see their libraries developing, what areas they're moving into.

"Another area that we're working into is the public and the school librarian systems. It's been mentioned that what's happening is, as they mentioned before with the young adults' and the young children's librarians, we are having a course this summer on young adult materials which is going to be coordinated with the New York Public Library. Our associate dean comes from the New York Public Library system with a specialty in young adults', children's and technology. Our new dean comes from a background of the New York Public Library in database programming and technology, and an MLS in library sciences, too.

"The other interesting thing that we're working on is that a lot of people who want to be librarians in New York, when they get a recruitment to come here, they start thinking, 'Oh, no, the cost of living in the city is prohibitive. I can't afford $16,000 a year rent,' which is true. So what's happening is you're not getting a wide geographic entrance into New York which is very vital for a library system because you want as broad a spectrum as possible. So what Pratt is doing is we're liberalizing our dorm policy to allow librarians who are being recruited from say outside the city to come and live at Pratt. Therefore, you'll be able to fill in critical needs in the library system.

"For example, as you kept mentioning before with all the other speakers, the idea of children's librarians, young adults. Now let's say, for example, 50 openings for young adults, now you go and put in a recruitment poster in the New York Times and you get flooded with all this mail saying, 'We'd like to come to New York but we can't afford to live there.' They're not going to do it, they'd rather live in Iowa. So we're telling them that we will now open up our dorms for them, allow them to work within the public library system and be able to have the benefit of being on a campus and having all the campus benefits, having the dorm and also be tied into the public library system. That's one of the other ideas we're working on.

"Another thing that we're working on, too, is within the tie-in of the educational level and the tie-in with the business community; we're now offering a lot of openness in courses. For example, we're offering courses now in business technology and the business community. We're offering courses on society and the computerizing -- a lot of people when they see computer courses go, 'Oh no.' We're having a coursework in bringing computer into society as a not-scary situation.

"Basically, that's what Pratt is looking at now. We're trying to see as much as we can in the possibilities in general. We hope -- as I said, we're 100 years old coming June of 1990, and we're moving in with the modern age. But we're keeping our basic commitment to the libraries, library training and that focus. ..."[NYC Hearing, pp. 152-157]

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HERBERT BIBLO: "... I do bring you some news from San Antonio which may be of interest to you. Mary Biblo, my spouse, moved at the ALA Council that the American Library Association have a funded, affirmative action program in place in the next six months. Seconded by me, it was passed by the Council unanimously. So you know things have changed at ALA somewhat. I bring you that information because I know that you're interested in affirmative action. ..." [NYC Hearing, pp. 158-160]

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DR. SCHUBERT: "... These hearings are really very important, not only I know to the legislature, but they are to me because it enables me to be instructed.

"... [A]s speaker after speaker has pointed out, libraries need more money. They're serving almost 18 million people in this state. We're talking about more than 7,000 libraries in this state, and ... we're talking about very small amounts of money.

"One of the reasons that I accepted ... invitation to speak this morning was that there were a couple of developments since my December testimony that I just wanted to mention to you."

"... One is that in December the United States Senate passed Senate Joint Resolution 26, calling for a White House Conference on Library and Information Services. That resolution was earlier passed by the House. There are some minor differences in it which I'm sure can be worked out. It has not yet gone to the President. We're very sure that it will go to the President because there are several riders in there that are of a very great interest to the Administration, and we think that they may help to ensure that is signed by the President. And then we hope that the planning for a White House Conference will proceed not only at the federal level, but in every state.

"The other development ... is the fact that the Governor has transmitted both his message, State of the State Message, and his budget to the legislature. The Governor's concerns for children, for the economy, for senior citizens, for the disabled, for foreign languages, for all the people of the state, have great implications for libraries. As I recall, the message spoke about libraries only once, because it mentioned his intention to increase the aid for some new library materials. But those implications for all types of libraries are there throughout that budget even though he didn't mention them explicitly.

"In the budget transmitted yesterday, ... he would increase the per capita aid for school library materials from two dollars to three dollars. But the budget document doesn't speak about a maintenance of effort requirement, but in as much as he has earlier spoken of that, we hope that will be part of his proposal, and when that aid has increased, that it really should include a maintenance of effort requirement because there are instances, I know you've heard of those, where that money really has just replaced money or just been added to general school purposes.

"The budget in some ways was kind of disappointing as far as libraries are concerned. It includes no money for construction. It includes no money for literacy; both of those programs, as you are aware, require some action either by the Governor or by the legislature. They're authorized permanently but they don't drive an appropriation.

"The law says that we are to submit a report on the new construction needs each October lst, both to the Governor and to the legislature. I know that ... it points out that there is a need for more than $100 million in public library construction. We hope that the Library Aid Bill this year will not only include at least $4 million for construction, but also will annualize that construction so that we don't go through this on-again-off-again process.

"The State Library, of course, is part of the Office of Cultural Education budget, so we really can't tell what's in that budget for the State Library. The budget narrative identifies several important new initiatives, but overall provides fewer dollars to the Cultural Education Office for all of the functions -- library archives, public broadcasting and the State Museum.

"In the test, and looking at the figures, there are a couple of things that we're very much concerned about. One is that although I think everybody has been impressed with the Conservation Preservation Program results over the last three years, and has commended us for going to the National Endowment for the Humanities and the Mellon Foundation to get money for staff for that program, that staff will run out of Foundation funding during this next budget year. And unless the legislature puts some money in for those two positions before the first of April, those positions will disappear this year.

"... The aid increase for schools this year, and by the Governor's budget, is something like $325 million, we know the need for libraries both in aid programs and in the State Library.

"It should have been passed last year, as you well know; it needs to be passed each year. Secondly, I hope that you'll be able to work with the Ways and Means Committee colleagues to have funds restored for Conservation Preservation and some of the other initiatives because of the salary budget of Cultural Education has been cut by about half-a-million dollars.

"And thirdly, I hope that the legislature will take initiative in bringing about a New York State Conference on Libraries as part of the White House Conference process. We badly need that because we need to have these same kinds of meetings in every community in this state in which citizens come out as did the users of the Library for the Blind and tell us what they expect of the libraries and what they expect of us...."[NYC Hearing, pp. 160-167]

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DR. JANET BARR: "... I notice that you mentioned that excellence in education requires excellence in libraries, and of course school libraries are the key to this. There's a lot of research that students with access to good school libraries develop better reading skills, and this effect is noticeable in all groups, but it's more noticeable in sub-groups, or pronounced in sub-groups, that school libraries help the economically deprived perhaps even more than those in the other levels, particularly groups like blacks and Hispanics for instance. Inadequate funding for school libraries helps perpetuate poor school performance. It's extremely important to increase the amount from the state available for school library materials. But even more important than that is to provide elementary school librarians in each elementary school library in the state.

"As a new resident to the State of New York from North Carolina, where they have had elementary school libraries since 1964, I was very taken aback that this was not a requirement in the State of New York. And school libraries per se cannot be effective unless they have a professional elementary school librarian in them to teach the children the appreciation of literature, to help teach them to find information sources and just develop general learning skills that they will need throughout their lives.

"School library systems ... help the individual school libraries through staff development for the school librarians, plus we are mandated by the state to provide machine-readable databases for the school libraries in our areas and that then leads to resource sharing. I would request that you support the increase in funding for school library systems so that we can provide these functions and help the individual school libraries improve their functions and their service to the school children of the state...." [NYC Hearing, pp. 167-169]

ASSEMBLYWOMAN JENKINS: " ... I agree, we're trying to get it mandated that all elementary schools in the state have a children's library, and we're trying to get a bill passed that if you go to library school and you serve as a children's librarian, that the state will pick up the tuition. We're going to work on that, get the masters in library science and specialize children services...." [NYC Hearing, p. 169]

GERALDINE CLARK: "... I'm director of School Library Services for the New York City Board of Education and I'm also the administrator of the New York City School Library system, which is the state-funded school library system for our city which is similar to the one about which a previous speaker spoke. Mrs. Jenkins and our previous speaker have taken some of my speech, but I, too want to speak first to the need for elementary school libraries. As we have read the reports of the Governor's initiatives in education and of the Regents concern with improving elementary and secondary education in this state.

"We've noted particularly the emphasis on early childhood and elementary education and the need to strengthen this area. We also keep talking about an information age and the huge amount of information we have, the need that our citizens have to develop the skills to effectively utilize this information. We talk about in our state the need for an educated citizenry that will keep this state economically strong.

"In the City of New York, the information industries are major, are probably the major industries in our city, and if we are not going to educate our children to effectively use all sources of information, whether we're talking about our traditional printed materials or whether we're talking about our technology-based information. And in fact, we're going to use what we have already learned, then we know we must start with young children, and we must provide not only competent but expert people. This means that we have got to have mandated elementary school librarians.

"In our city, we have approximately 600, I say approximately because we keep closing and opening schools, but I think we now have 626 elementary schools. We lave less than 100 librarians. We do have about 200 common branch teachers who are assigned to libraries, and I see these people as an interested group whom we probably could recruit, but they need some help and encouragement and that's why I was pleased to hear that the state is thinking about providing some sort of tuition reimbursement or scholarship for people who will work with children, whether in public or school libraries. I think this is crucial. If we are talking about trying to do something with pre-teens and teenagers then I think we all know that's too little and too late.

"I also hope, I will speak as I'm sure other speakers have, that the state will increase the amount of money they're giving to school libraries for resources. All of our costs are going up and the variety of kinds of materials we must buy are increasing, and therefore we hope that at least we will have $4 per pupil for materials.

"I now want to put on my other hat, and talk about the effect that the state library systems have had on school libraries. I cannot exaggerate how important these systems have been to school libraries. We have been able to do things that we only dreamed of before. Our whole effort to automate our libraries became a reality because we had state funding. Our librarians feel much less isolated, much more encouraged to put out extra effort because they think now that some things are possible, and because we have delivered the on-line database searching which was a product of the system's money. We could not have done this without the system. The beginning to upgrade the equipment in our schools has come from the existence of the system.

"Nevertheless, we have again, with public and non-public schools in New York city, more than 1,800 schools. We're working with a staff of about six people, and there is very little once we pay the salaries, for the kinds of materials and equipment that are needed. So that the kind of funding that exists from these systems does not begin to deal with the need and we certainly support an increase ... there.

"We also wonder if there cannot be some consideration for discreet grants for automation through the systems, school library automation -- the kinds of things we need in our systems headquarters as we build our data bases and as we build links to the schools. We have begun an electronic mail system. We are beginning to try to experiment with other kinds of models of various levels of schools, but if we are going to have an intelligent long-range as well as short-range plan for school library automation, I think we need to have some ongoing sources of funds which we can expect to look to, so we ask that there might be some consideration in that area."[NYC Hearing, pp. 170-174]

ASSEMBLYWOMAN JENKINS: "... You and I agree because we're not doing anything at the top if we don't start with them in pre-K, kindergarten and bring it all the way up to the top. So we're going to have to rest on the Governor, he's talking about the decade of the child, so we're going to have to sit on his step and tell him he's going to have to give us the money and he can see a difference in 10 years. ..."[NYC Hearing, pp. 174-175]

LOUISE MILLER: " ... I am the president of the New York City School Librarians Association. ...

"Our association represents school librarians working in the elementary, junior high schools and high schools of New York City. We respond to their professional concerns. The two overwhelming concerns of librarians in New York City are increases in the materials funding for school library resources with a maintenance of effort clause, and the provision for certified school library media specialist at the elementary level.

"A little background. In May of 1985, the Educational Priorities Panel submitted a report called 'School Libraries: No Reading Allowed.' This report dealt with the state of school libraries in New York City. Their survey showed that the most striking response was to the question: 'What is the greatest need regarding library services in your school?'

"The unanimous response from those who actually work in school libraries was money for materials, even though the current funding is $2 from state funding ..., and $2 from city tax levy fund, this is still the cry, coupled with a demand for hardware facilities.

"New media, particularly video and computer software, should be available in New York City public school libraries. In some of the libraries this is the case, but in a majority of school libraries in New York City, this is not the case. We have the New York City school library system, which is doing a magnificent job about getting the new technology in, but we have 900 schools in New York City, so there's just a few that have these new facilities.

"The push for excellence demands up-to-date science, math and social studies reference and research materials. The call for state-of-the-art technology is constantly in the headlines. I myself work at P.S. 125 in Woodside, Queens. Our library is the size of a classroom-and-a-half, a small A.V. software room and a tiny workroom to serve 1,800 students. Regardless of the physical limitations, we strive to create an excellent library media program.

"Since 1985, we have only been able to update our reference, science and paperback collection with state and city funding. In the meantime, the students are learning and growing and need current materials to supplement their curricular needs and for recreational reading and viewing. In this time of rising cost, a minimum of $6 is essential to cover their needs.

"First some background information about elementary school librarians in the city. In order to become licensed, they must have completed 36 semester hours of library science plus 12 semester hours in education and passed the appropriate Board of Education exam. As teachers of library in an elementary school, they may teach up to 20 periods each week. I speak from personal knowledge, I was an elementary school librarian for 17 years in the City of New York.

"So therefore, because of the limited teaching load, teachers of library are 'expensive' then a regular teacher who can cover more classes per day. In other words, the cluster teacher, who can cover 25 classes, the librarian under the terms of the UFT contract, can only cover 20 periods. So most principals opt for cluster teachers in the library, these cluster teachers are not licensed.

"In an elementary school, where no specific state mandates pertain, that's why we're caught in the bind, because the state does not mandate that there must be a certified, licensed librarian at the elementary level. This is what we're asking for.

"The library's often the site for supervising classes while the regular teacher is scheduled for a preparation period or what we call a prep. During the 1986 school year, our association, along with the library unit with the Board of Education and the UFT Library Media Committee formed a coalition to improve library service at the elementary level. We lobbied our ... city councilmen and appeared at all the budget hearings. As a result, September 1987 saw 90 elementary librarians hired as above quota, no preps in the community school districts.

"... We lobbied the City Council and we received $20 million in addition to the basic school staffing plan. This $20 million was to be used for security guards, elementary librarians and guidance counselors. A letter was sent from the central board to all of the community school districts asking that elementary school librarians be given preference, so 90 were hired. At this moment, we're in the process of auditing how these librarians are being used. They are not supposed to be giving preps. The central board under Charlotte Frank Posman (phonetic) have sent out an audit team to see what is happening, and if they're not being used as above-quota teachers, something will be done. We are still waiting for that report.

"... Of 626 elementary schools reporting as of October 1987, 84, I repeat, 84 have licensed librarians. Three-hundred-and-ninety-two schools have these filled with cluster teachers. Too often the cluster teachers are untrained and inexperienced in teaching library skills or selecting books or exploring the resources of the library with the children.

"It is crucial that we support legislation for licensed elementary school librarians for every school in the State of New York. Every child can learn, however, the schools must provide motivation and appropriate services. Students must have ready and frequent access to books. In many of our neighborhoods, particularly in our inner city, our children, the small ones particularly, can't get to the public library. Their parents are afraid to have them go out on the streets or they can't take them and the only access they have to a library is that in the school. So again, this is something to be noted.

"Library programs are the vehicles to motivate students to read on their own. Not only should there be books available, there must be someone trained to help find the right book on the right subject and level, someone who can select the best of the new offering, continually updating and expanding the selection. That someone is the elementary school librarian.

"Research has shown that early intervention programs work the best. In New York City, this is where our library for children is the weakest. To instill the love of books and reading in a child at an early age is surely one way to stem the dropout rate and create a lifelong learner. ..."[NYC Hearing, pp. 175-182]

ASSEMBLYWOMAN JENKINS: "I agree with you wholeheartedly, we have to put librarians in every elementary school. At whatever cost, I don't know how we're going to do it' but we have to because all this money going into education without putting in elementary school librarians, you're not going to have excellence in education."[NYC Hearing, p. 182]

LOUISE MILLER: "It doesn't make sense to spend all this money for remediation. We're spending millions of dollars for remediation where this could be stopped at an early level. As I say, I started pre-school, in fact I worked with Head Start. These are the three-year-olds, then I went into early childhood. I can't begin to tell you the joy that they have, they're anxious, they're curious, they're ready to learn. You have someone in there, an experienced school librarian with the enthusiasm, the energy, the love of books and can transmit this to them, it really makes a big difference. So I'm pleading, if you can do anything at the state level on the legislation, it would be appreciated. ...?"[NYC Hearing, p. 182-183]

ASSEMBLYWOMAN JENKINS: "Well ... we're going to need everybody's help, and we're going to have to say elementary school librarians are essential. It will have to be universal, and everyone will have to keep yelling, because those who yell the loudest get it." [NYC Hearing, p. 183]

LOUISE MILLER: "... We have been successful at the city level in obtaining monies but we feel this year it's the state's role that is crucial ...."[NYC Hearing, p. 183]

ASSEMBLYWOMAN JENKINS: "... Thank you for coming."
[NYC Hearing, p. 184]

#The Hearing was then adjourned#

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EXHIBIT TWO, PART 3:
JOINT PUBLIC HEARING ON LIBRARIES

FEBRUARY 9, 1988

NEW YORK STATE ASSEMBLY
SUB-COMMITTEE ON LIBRARIES

AND

NEW YORK STATE SENATE
SUB-COMMITTEE ON LIBRARIES

Public Hearing on the 1988 Library Omnibus Bill:

Joint Hearing of the New York State Senate Subcommittee on Libraries and the Assembly Subcommittee on Libraries.

February 9, 1988

Hearing Room A
Legislative Office Building Rockefeller State Plaza
Albany, New York
Transcribed by Pauline E. Williman, Certified Shorthand Reporter
(Hereinafter, Albany Hearing)

PRESIDING:

ASSEMBLYWOMAN CYNTHIA JENKINS, CHAIRWOMAN
NEW YORK STATE ASSEMBLY SUB-COMMITTEE ON LIBRARIES

SENATOR HUGH T. FARLEY, CHAIRMAN,
NEW YORK STATE SENATE SUB-COMMITTEE ON LIBRARIES

LEGISLATORS PRESENT:

SENATOR SUZI OPPENHEIMER

ASSEMBLYMAN H. SAM MacNEIL

ASSEMBLYWOMAN AUDRE PINNY COOKE

ASSEMBLYMAN SAMUEL COLMAN

SPEAKERS:

DR. THOMAS SOBOL, Commissioner, NYS Education Department

VARTAN GREGORIAN, President and Chief Executive Officer,
New York Public Library

DONNA SLIVOSKI, Secretary, U.S. Treasury Department

HARRIET FINE, Volunteer

ALLEN FINE

DR. PAULA T. KAUFMAN, Columbia University

KENNETH G. SIVULICH, Deputy Director, Queens Borough Public Library

MALCOLM HILL, Director, Four County Library System

AUDREY W. KOESTER, Albany Academy for Girls

ESTHER M. SWANKER, Schenectady County Public Library

RONALD L. LAGASSE, Director, Schenectady County Library

LINDA J. FOX, Library Coordinator, South Colonie High School

ZEBULON S. ROBBINS, JR., Regents Advisory Council on Libraries

DR. DAVID H. STAM, Library Director, Syracuse University

DR. MICHAEL B. EISENBERG, Assistant Professor Syracuse University

FAY ANN GOLDEN, Liverpool Public Library

KEITH E. WASHBURN, Director, Central New York Library Resources Council

SUSAN M. WOOD, Principal Law Librarian, Supreme Court Library at Syracuse

MARGARET H. JOHNSON, Director, School Administration, Albany, New York

JAMES BENNETT, President, State School Library Association.

MARY JOAN EGAN, Director, Burnt Hills/Ballston Lake School District

NANCY DOLE, Volunteer

HERBERT BIBLO, Director, Long Island library Resources Council

EDITH A. BREWER, Clayville Library Association

ANNETTE BASSETT, Deputy Director, Suffolk Cooperative Library System

SUZANNE M. DORN, Director, Onondaga Free Library

BARBARA MEANS, Director, Otsego-Northern Catskills BOCES School Library System

KATE STORM, Librarian, New York State Criminal Justice Services

MILDRED LOWE, New York Library Association

MARIAN HARWICK, Public School Library Teacher

WILLIAM MYRICK, City University of New York

SUSAN FORMAN, Associate Professor, Bronx Community College

DANIEL W. CASEY, New York Association of Library Boards

DONALD CLOUDSLEY, Director, Buffalo and Erie County Public Library

DR. HELEN F. FLOWERS, Past President, New York Library Association

CHARLOTTE WILCOXEN, Research Associate Albany Institute of History and Art

STANLEY RANSOM, Director, Clinton-Essex-Franklin System

ANN SIDWELL, Oswego County BOCES School Library System

DENISE GRAMINSKI, New York State Library Association

ELLEN PARRAVANO, Director, Southeastern New York

EXCERPTS OF TESTAMONY PRESENTED:

SENATOR HUGH FARLEY, CHAIRMAN OF THE SENATE SUB-COMMITTEE ON LIBRARIES:

"... We are gathered here today to solicit testimony to help make needed adjustments in the legislation in response to the needs of the library community. As we outlined in the hearing notice, there are five key areas on which we would like to direct our attention: Better utilization of state funds to serve library needs; two, current library construction needs in the state of New York, current status of state library automation plans in response to the needs of academic and special libraries; also enhancing the benefits of school library systems to better serve the needs of students, teachers and school administrators. ...

... As the Senate sponsor of both the legislative proposals [for libraries], I am here to listen and to learn and I thank each of you fpr coming and I'm sure that your testimony you provide will be an invaluable resource for our committee...."

DR. THOMAS SOBOL, COMMISSIONER, NEW YORK STATE DEPARTMENT OF EDUCATION:

"... The Regents program bill ... for the 1988-89 fiscal year has three major components. They are as follows: First, comprehensive coordinated information database and delivery system. The bill would allocate funds for regional automation programs more equitably among the state's nine regions, thereby providing resources to involve libraries of all types to operate within a statewide automation plan. The bill would also provide funds for automation as part of basic support for public library and school library systems. ...

"Second, public library outreach and literacy services. The bill would increase state aid for coordinated outreach services, provide aid ... for adult literacy services and lifelong literacy programs, provide ... for parent and child programs in the public libraries and ... [aid] for each public library system which provides services to coordinate the provision of local public library services to preschool and school age children and their parents. The bill provides a 33 percent increase in operating support for the New York Public Library for the Blind and Physically Handicapped and it also includes per capita aid to improve the services provided to readers who use the New York State Library for the Blind and Visually Handicapped.

"Third, aid for essential library system and library services. The bill would provide increases in support for central libraries, public library systems, hospital library program, reference and research library resources systems and other cooperative and special library services. It would also provide for state aid ... to assist in the cost of public library construction. ...

"... The State Education Department's survey of library construction needs, undertaken during the month of September 1987, indicated that public library construction is needed in each county of the state. The library system directors have certified that matching funds will be available for some 242 proposed construction projects costing $120.4 million. Our experience in 1984 and again in 1986 when the Legislature last appropriated construction funds indicates that the availability of state funds encourages gifts and helps communities raise local funds for long-needed construction projects. The 1984 and 1986 appropriations total $5 million and made possible 292 construction projects, most of them modest but critically important. Energy-efficiency components of these projects have enabled some libraries to reduce heating bills as much as 50 percent and use the savings for more books and services. In every case, enlarged facilities have resulted in greater use of libraries and perhaps most important to thousands of people who could not formerly use their public library, 314 public library buildings have been made accessible to disabled persons.

"The Regents legislative proposal recommends that the appropriation be annualized so that we can pursue a continuing, phased program for improving construction throughout the state
and that $4 million be appropriated each year as feasible and practical for financing of constructor needs.

"... Almost every school district in the state now belongs to a school library system. 710 public school districts and nearly 500 non-public schools are members. Interlibrary loans increased from 68,000 in 1985-86 to 132,000 in 1986-87 with some 86 percent coming from within the school library systems and the remainder borrowed from academic, special, public, state libraries. In two short years, the computerized database has grown over 2.8 million entries. ...[W]e need to increase formula factors to support these growing services and meet automation needs at the school library system level in coordination with the regional database program.

"School library systems work best when there are good school library media centers located in school buildings. Last year, schools added 1.6 million books to their libraries which served two and a half million children. Yet, we have a long way to go before we can hope to add annually a single book for each child served. The $2 per pupil state aid for library books helps, but considering today's prices, its purchasing power is about one-eight of a book per child.

"Good schools also need school librarians. Some 1,353 elementary schools are currently without the service of a full time certified school library media specialist. Of these schools, 549 are in New York City. The Regents 1988 proposal for state aid for schools includes $5 million to make full or part-time librarians available in each elementary school building to work with teachers and students....

"... The statewide automation plan published in May 1987 and entitled Libraries and Technology is the basis for several key recommendations in our legislative proposal. The plan outlines specific steps and priorities for continued development of the statewide computerized database, the linking of databases through telecommunications and for expanding training and consultant service in library automation. Four task forces are continuing detailed planning and we are committed to using the Technology Network Ties Program and other telecommunications programs to foster these efforts.

"... Our proposals to meet the needs of academic and special libraries are integrated in the Regents program bill. These include increased funding for the reference and research library resources systems, continued expansion of the conservation/preservation program, the automation programs I have previously described, increased coordinated academic collection development funds, NYSILL and other services of the state library, and aid to the research libraries of the New York Public Library.

"... There are three special items that, in my opinion, warrant attention by you and your colleagues in the Legislature. They're as follows: First, in 1984, the Legislature enacted the nation's most far-reaching program for conservation and preservation of deteriorating library materials. However, the act provided funds for only a single staff person to administer this program. We were subsequently successful in seeking funds from the National Endowment for the Humanities and the Mellon Foundation to provide a core staff of two more persons for the program. This resulted in better planning, a better education program, improved applications and better use of the aid funds. However, the funding for these two positions expires in February 1989 and the Governor's budget does not include funds to continue the positions when the foundation funds are exhausted. I ask your support in adding $25,000 to the budget so that this work can continue and we can show the foundations that their private investments were worthwhile.

"Secondly, the state library and the New York Public Library are involved in partnership with the Library of Congress to serve more than 200,000 eligible blind and visually handicapped persons who need special materials and services. The Library of Congress furnishes recorded materials and the machines, and our libraries furnish the space, personnel and operational support to serve people throughout the entire state. Currently, only 41,000 of those eligible readers are being served. The Regents proposal recommends that annual operating state aid for the New York Public Library for the Blind and Physically Handicapped be increased .... It also recommends that support for the New York State Library for the Blind and Visually Handicapped be placed, in part, on a formula basis so that service can respond to a growing readership -- the number of readers grows by 65 each week -- and assure a parity of service to upstate and downstate readers.

"Third, ... another basic need in library service for blind readers -- a new building for the New York Public Library for the Blind and Physically Handicapped. Upstate service improved dramatically when the state library moved to the Cultural Education Center. A parallel need must be met in New York City.

"... We talk about aid to libraries, but the aid doesn't go to libraries. The aid goes to people. Somebody once said and it's been repeated, I guess, that libraries are a poor man's university. In this society, libraries have become every man's university and the people whom I would urge you to have in mind as you consider our recommendations before you and others that you will hear today are people like the elementary school kid reading about racers, the young woman looking for materials to help her in her search for a job, the immigrant worker trying to acquire the literacy skills of this society and this work place, the blind or the physically handicapped person trying to maintain contact with the larger culture around and those and many,

many other people. They are the people to whom these recommendations are addressed...."[1]

ASSEMBLYWOMAN JENKINS:

"Commissioner, we want the decade of the child to be successful. We want excellence in education to be successful, and I can't see how we can succeed if we do not elevate the public libraries in this state. They're married, hand in hand, and we can put all this money in education and if we neglect the public libraries in this state, I don't see how the decade of the child, excellence in education, all these things can be as successful as we would like them to be. ..."[2]

SENATOR HUGH FARLEY:

"... I guess my entire 12 years in the Senate, I've been involved with libraries and it's been a worthwhile and exciting endeavor. ... In New York State, it's perhaps our greatest wealth source. There's no state in the nation that compares with our library system, and as a matter of fact, we -- we lead the nation in that, and it takes a lot of money, a lot of attention and a lot of effort to just maintain our ... place in education as far as the libraries are concerned, and it's a lot of effort.

"... I think that you'll find that, generally speaking, among all of the legislators, of all people in government, that they have not only an interest in but certainly the welfare of the libraries are very high on our agendas, ..."[3]

ASSEMBLYMAN SAM MacNEIL:

"I'd just like to say I appreciate your putting in here analyzing budget for libraries and stop coming back to the legislature to have your handout. It's better to have a consistent thing you can plan on. ..."[4]

VARTAN GREGORIAN, PRESIDENT OF THE NEW YORK PUBLIC LIBRARY:

"... Whatever the problems that most afflict your city or town, it is likely that your libraries are in the forefront of addressing them. My home, New York City, is beset by problems that most people think are more important than the need for better libraries. What many people do not realize is the leading role played by the New York Public Library in working to solve these problems. For example, the library is one of the leading distributors of AIDS information in the city, having put over 140,000 brochures into the hands of people who need them. We took the lead two years ago in providing storytelling and books to homeless children in welfare hotels. We help the city's hard pressed school system which is sorely lacking in adequate libraries by providing children with the books for required and recreational reading and the centers for after school study that are not otherwise available. We aid in the development of a more literate work force through our literacy program in English as a second language classes.

"To a large extent, state funds make possible some of the most innovative work that we do. Without state support, our ability to respond to the ever-changing agenda of social problems in the city would be severely reduced. By the same token, expanding state support will strengthen our work and allow us to expand and sustain these important programs.

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[1]. Albany Hearing, pp. 8-20.

[2]. _Ibid._, p. 20.

[3]. Albany Hearing, pp. 21-22.

[4]. _Ibid._, p. 23.

"... [L]et me remind you that supporting libraries is not supporting an abstraction or a building or even books. It is support for the people who use them. In New York City, these might be a child in a welfare hotel reading her first books, a black college student starting a civil rights movement at Schomburg Center for Research in Black Culture, a recent immigrant learning English so he can find a better job or a professor using the collections of the research libraries to prepare a series of class lectures on World War I ... or others using our science and technology center in developing Xerox, Xerography which was developed there, Polaroid which was developed there, drawings of the lear jet which were done there. These are the people you help when you support the libraries, because even during the depression, ladies and gentlemen, libraries were not closed because there were two institutions from the inception of our democracy were provided as equalizers, as bastions of hope, beacons of hope.

"... [T]he research libraries of the New York Public Library are a library of last resort for the state, a vast freely accessible collection for New Yorkers that is also a great international resource. The operating support provided by the state is one of the mainstays in the diverse array of sources of income on which this free but private institution relies. The area of our operations that I must bring to your attention today is acquisition of books and periodicals, especially those from the overseas. The current trade imbalance necessitating lower dollar value may have helped our trade balance, but it has brought havoc to all the libraries by creating a knowledge imbalance. The dollar has gone down and so has our ability to purchase overseas books, because scholarship is unity, we need that knowledge in America in order to be competitive. The book prices have increased 300 percent, overseas book prices since 1980, thus bringing havoc to all our major research libraries in general and the New York Public Library in particular, and may I also raise the point that since the 1950's and '60s, the New York Public Library general book fund has remained practically the same. Now ... it's 700,000 projected annually whereas it used to be, in the '60s, 500,000. This does not take into consideration the tremendous changes around the world and in this nation, especially in view of the fact that now there are 850,000 titles being published in the world -- in United States alone, some 65,000, whereas in 1961 there were only 16,000.

"... [M]ost crucial issue ... is the library for the physically handicapped and the blind. ... [I]t's a state responsibility entrusted to the New York Public Library, the library for physically handicapped ... is part of a national network of state-supported libraries. New York State has two libraries, one, the state library in Albany, serving the entire upstate and the other one in New York City entrusted to the management of New York Public Library serving the entire New York City, Nassau and Suffolk Counties.

"This facility we have is a disgrace to the professions, to libraries and to the users. Where else can you have a facility created for the handicapped which has no access for the handicapped? It has no reading for the handicapped. It has no public shelving, insufficient storage space, leads to substandard collections, inadequate shipping, delays in service, safety problems and denying some 100,000 potential and actual users the service that they deserve. All this is unsupportable because we at the New York City New York Public Library are here to ask you to redress this imbalance because even though the number of the handicapped is not as large to warrant black wars, each handicap in itself, in herself, in himself, bears testimony to America's belief that in the long run, people power, individuals are more important than goods and material. ..."[5]

MISS DONNA SLIVOSKI, A SECRETARY WITH THE UNITED STATES TREASURY DEPARTMENT, PATRON OF THE NEW YORK LIBRARY FOR THE BLIND:

"... The library provides me with braille materials, talking books on disks and cassette tapes and the special equipment needed to read these recorded books as well as a host of other services.

"... I have come here today to ask that funds be granted for the construction of a new library building designed specifically to meet the needs and requirements of blind and physically handicapped people. In order to be really effective, this building like the libraries here in Albany, Chicago and Philadelphia, must be first and foremost accessible to all regardless of physical disability.

"The new buildings would enable the library to keep all books in one place. ...

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[5]. Albany Hearing, pp. 24-31.

"The new building would have average space to use the entire collections. Also, the stacks would be arranged in such a way as to allow browsing which is taken for granted in regular libraries but has heretofore been impossible at the library for the blind due to its inaccessibility and overcrowded conditions.

"... We must also consider the benefits that blind students and professionals would derive from a especially designed, well equipped library. No matter how independent one is, there is no way in the world that a blind person can use a regular library without some assistance. The new building would alleviate this dependency on others by affording the means by which blind students and professionals could do their own independent research.

"... To readily understand the importance of the Library for the Blind and Physically Handicapped in the daily lives of its patrons, it must be remembered that this is our main source for obtaining reading material. Neither magazine stands nor book stores have the braille or recorded materials that I need. I firmly believe that a library where people with print handicaps can come and enjoy the same benefits as users of regular libraries is long overdue. ..."[6]

VARTAN GREGORIAN:

"The New York Public Library has devised a plan that requires one-time capital funding of $60 million spread over two, three years in order to fund this facility in order to fulfill the state's mandate entrusted to us, so we can do justice to the state and to our patrons in discharging our duties.

"It will be ... imagine a city of 100,000 people deprived of a library. That's what we've imposed upon our physically handicapped and blind citizens by denying them an adequate facility and using a storage room which was created to serve for janitorial services of New York Public Library system as Library for the Blind and Physically Handicapped. ...

" ... I cannot conceive why anybody can propose educational reform and not include libraries as part of that educational package. No one can propose to create laboratory -- science courses without laboratories but somehow for the past 25, 30 years, legislators and planners have come up with a wonderful device that you can have academic planning, have reform but don't include libraries into it. The fact is that the New York City public school system does not have a viable library system. The fact is that we serve that role. To close us in the evenings, to close us on the 15th, to close us on Saturday and then you bring depression of ecology that I spend my nights in the library without even checking whether libraries are open at night are also unconscionable, so I salute your role in restoring the libraries as central educational force in this state in this nation which it was, it must be again. ..."[7]

ASSEMBLYWOMAN CYNTHIA JENKINS:

"... We concur and if we have anything to do with it, those of us on this committee, you'll get the building. The facility you have is a disgrace and we have to do something about it in this great state of New York.

"I'd also like to commend you for what you're doing with the children in the welfare hotels. I don't know, you probably know the system in the city that's working with the homeless children, to my knowledge, and I'd like to commend you. ..."[8]

ASSEMBLYWOMAN A. PINNY COOKE:

"... I have a deep and abiding love for books, so that starts my interest in -- in libraries. I do a program every week for the print handicapped, a radio program called, you know, Inside Albany in Rochester. I'm from upstate and we're just as concerned with having the appropriate systems as you are and I certainly will hope that -- we can do something."[9]

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[6]. Albany Hearing, pp. 31-36.

[7]. *Ibid.*, pp. 36-38.

[8]. Albany Hearing, p. 38.

ASSEMBLYMAN SAM COLMAN:

"... I believe that libraries and education is the thing that gives hope and is the equalizer, great equalizer in democracy and really goes together. I'm very impressed with your testimony. Whatever we can do here, we will try to help."[10]

ASSEMBLYWOMAN JENKINS:

"We've always said that excellence in libraries and excellence in school is a marriage and you can't have excellence in education without excellence in libraries and this is what we're telling everybody. We're trying to sell the message ...."[11]

SENATOR SUZI OPPENHEIMER:

"... I'm ... from the great county of Westchester where we have a smashing library system, coordinated, we work together, well along the way, using electronic equipment and an area where we try to help each other a great deal and I'm not sure how prevalent it is in the rest of the state but I would like to say more prevalent and just a lot of good things that we would like to share what, of course, are in here. I keep saying 'we', but I got a -- last year I became an honorary member of the Librarians of Westchester. So, you know, that's why I say 'we' but we're looking for a lot more money this year."[12]

VARTAN GREGORIAN:

"... We are sharing with all the libraries, New York Public Library. Library as an institution is one of the great institutions in this country because they have no proprietary sense of preserving, not sharing. It's the only institution, the more you share, the better you feel because the mission is to provide universal access to information because information is source of knowledge and source of knowledge is source of power. In a sense we believe as librarians that we're -- to a use a new word, we're empowering people by allowing them to have access to information and to knowledge.

"The other thing about upstate, downstate, to me there is only one sate, New York State. The weaker one party is, the weaker the whole state is ... because if the Titanic sank, nobody can claim the credit being in the first class. When we are in trouble, it doesn't count who's going first class, who's going to second class. We're in deep trouble in this nation ..., in this state but especially New York City and we as libraries, we're trying our best to help the educational system, to help the fashion industry, to help advertising industry, to help all of the industry, publishing industry, all of them who use -- small businessmen, who use New York Public Library and all libraries as one man knowledge, one woman knowledge centers for them to be able to compete in this very complex world.

"So we are serving a social, cultural and educational role and without your help ..., we would not be able to do that because you provide the margin for that excellence. ..."[13]

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[9]. Ibid.

[10]. Ibid.

[11]. Ibid., pp. 39-40.

[12]. Albany Hearing, p. 40.

HARRIET FINE, VOLUNTEER WITH NEW YORK STATE LIBRARY FOR THE BLIND AND VISUALLY HANDICAPPED:

"... 21,000 current readers at one time or another will need their machines repaired. New readers will need help registering for service or learning to operate their cassette players. Volunteers are currently doing some or all of these projects in many upstate communities. We must keep at it until every talking book reader in every upstate community knows where and how to get assistance. The coordination of this large volunteer program requires money and the library legislation gives it hope. ..."[14]

ALLEN FINE:

"... I have been a registered borrower of recorded books from the New York State Library of the Blind and Visually Handicapped for more than seven years.

"For the past 20 years, I have had ARMD, that's age related macular degeneration, a disease which severely limits my visual acuity and prevents me from both reading regular and large size books. Because of the availability of talking books through the library, I can once again enjoy the magazines and books of general interest which, because of my vision problem, I had completely given up.

" ... It is very difficult to explain just how valuable the library services are and how much I appreciate the information and enjoyment I get from listening to books. It helps me in my job as well as in my private life. I feel strongly that others with problems of low vision should be made aware of this service and receive the same good service I enjoy.

"Thank you for the support you have given the library in the past. It has greatly improved the quality of my life as well as those of many others. ..."[15]

DR. PAULA KAUFMAN, ACTING VICE PRESIDENT FOR INFORMATION SERVICES AND ACTING UNIVERSITY LIBRARIAN AT COLUMBIA UNIVERSITY:

"... New York State is very fortunate to have 11 major research libraries within its borders. These libraries are at Columbia, Cornell, Rochester, Syracuse University, New York University, the New York Public Library and the SUNY Centers at Albany, Binghamton, Buffalo and Stony Brook and together they ... form an unrivaled resource for citizens of this state. Columbia and the other libraries share these collections with the citizens of the state through a very well established set of ... interlibrary loan and other collection sharing methodologies and technologies that we use. These resources must be preserved and expanded and efficiently disseminated if their true value to research and economic development in the state is to be realized. Scholarship and research at all levels are really impossible without first rate up-to-date library collections. I'd like to highlight four areas in which additional funding is needed.

"First is the preservation of research materials. ... As most of you are probably aware, research library collections are old collections. Old materials are disintegrating on our shelves even as we speak with the rise of the industrial revolution and economies and efficiencies in producing paper. We've ended up with a collection of books which were printed on paper that are very highly acidic. The acid on the paper burns the very paper on which the books are printed.

"We estimate at Columbia, for example, that more than 40 percent of the books on our shelves are now in ... [a brittle] ... form and the number grows every year since most of the materials being printed today both here and abroad are printed still on highly acidic paper.

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[13]. Ibid., pp. 40-42.

[14]. Ibid., pp. 43-44.

[15]. Albany Hearing, pp. 44-45.

"New York State has been very generous so far in helping to -- and really leading the effort ... -- in helping us to preserve and conserve the materials on our shelves. Unfortunately, the monies that we have received both from the state and from private foundations and from our own general income funds are really a drop in the bucket.

"Last year at Columbia, we were able to preserve less than one percent of the materials that were embrittled. Unless we can do more, these materials will be lost to the state forever. We ... propose that the funds for preservation and conservation of materials which include funds to train users and our own staff with better ways to handle and protect these materials be increased to $3 million a year.

"...[S]ome of the problems that we face as we try to stretch our limited funds to buy priceless materials, everyday materials, materials which make up really the educational base of our state as book prices both abroad and here at home continue to rise at rates that far outstrip the normal consumer price inflation rates. Even materials that are printed in the United States have been rising at an annual rate of 15 percent a year and the budgets that we at Columbia, for example, which lies at eight percent a year are not enough to make up this difference. This means that every year the research libraries of this state buy fewer and fewer of the world's output of printed materials, making fewer and fewer of these materials available to the state's citizens.

"... As you all know, each one of our libraries is committed to maintaining and developing collections in a wide variety of areas without increased aid is going to be very difficult for us to do that.

"Third, we urge additional funding for retrospective conversion of bibliographic records which will allow us to undertake more massive conversion of the records which you can now find only in our card catalogs into the electronic bibliographic networks that are used throughout the state. The holdings of research libraries -- because our holdings are so old and so large most of their records are very poorly represented in these bibliographic utilities. Without knowledge of what's available in our libraries, it becomes very difficult for school librarians and public librarians throughout the state to identify where the materials that their users are looking for really are. As a result, librarians must put what we call blind requests. They must take a chance that Columbia or Cornell or SUNY Albany has a particular volume that they're looking for and because this information is not verified, it means that we must spend a lot of time looking for the material, and the user, the reader who wants this particular book, must spend a lot of time just waiting to find out whether indeed the book is going to arrive or not. Weeks and weeks of time are often lost because this information is not ... available.

"...[F]inally, I'd ... urge additional funding ... for the libraries of the state of all types to test the potentials and the capabilities of the NYSERNET network which the state and some of the commercial firms in this state are now funding and sponsoring. We think that NYSERNET holds the possibility of being able to allow us to share our resources with everyone throughout the state in a much more efficient and speedy manner than we now are able to do. The use of new and emerging technology such as telefacsimile we think can be greatly facilitated through the use of the NYSERNET network but unless or until we have the funds to try that out, we won't be able to explore these capabilities at all. ..."[16]

SENATOR OPPENHEIMER:

"Can't we find paper that isn't so acidic?

"... Why can't we, with our great technology, discover a paper that is less acidic?"[17]

DR. KAUFMAN:

"There is a company line paper which many of the university presses and a few of our scholarly societies are using to publish their journals on. Although the paper is slightly more expensive than acidic paper, the process of changing all the printing presses in order -- and technologies in order to be able to produce the books on the paper requires an up-front expensive capital investment, and many of the trade publishers are unwilling to do that. Unfortunately, too, libraries such as all the research libraries in the state which buy so many materials from abroad, many of ... the third world countries, for example, use paper that's much more acidic than the paper we use here. So the problem is not really just a U.S. one."[18]

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[16]. Albany Hearing, pp. 46-52.

[17]. Ibid., p. 54.

KENNETH G. SIVULICH, DEPUTY DIRECTOR OF THE QUEENS BOROUGH PUBLIC LIBRARY:

"... The Queens library along with its two sister institutions in New York City is one of the five largest public libraries in the country. It's comprised of a central library and 60 branches. We employ approximately 325 librarians and have a total staff of about 1300 people.

"The Queens Library was the first large urban public library to automate its circulation process and since the institution of that computerized system ten years ago, it has more than doubled in size growing from 83 terminals to 175 terminals today. Our circulation system remains the largest of any in the country.

"In 1986-87, the Queens library circulated 11,300,000 items. Our projected circulation for the current fiscal year is 12,100,000 items, approximately 12 percent of all library circulation in New York State. Thus, our patrons' usage of library materials throughout the system will have increased by over 100 percent in the last seven years. Even more impressive is the central library's projected seven year increase in usage of 125 percent, an unprecedented rise in circulation among major urban libraries. We spend about 5.5 million a year on library materials.

"Increased usage has not been limited to the central library, however. The three busiest libraries in fiscal '81 had increased circulation in fiscal '87 by 75 percent, 38 percent and 121 percent, respectively, while the three least busy branches in '81 had increased FY'87 by 132 percent, 79 percent and 98 percent. ...

"All of this translates into the fact that the Queens Library has had the highest circulation of any library in the state for the last four years. In addition, we are number one in circulation of all city libraries in the country and placed second of all libraries in the country.

"Several years ago, the Queens library discarded its card catalog system and replaced it with a microfilm COM catalog. State aid funds were used to accomplish this transition from the outmoded manually supported card catalog to a computer generated system. Now, and again through state funds through the automation grant program, within the next several weeks the COM catalog will be replaced with 40 CD-ROM catalogs in the library. Thus with state funds, we will be able to provide easier, faster and more up-to-date information concerning our collections to our users. A system-wide CD-ROM catalog is within the realm of possibility within the relatively near future, and we would depend upon state funds in order to accomplish this.

"State funding is also being used in Queens to underwrite the cost of Sunday hours for the central library and to support the generous enter library loan services offered to the entire library community by the Queens library via Central Library development funding.

"These funds also support the library's early and continuing commitment to provide free computer-based information services to our clientele via the LIONS, NEXIS, DIALOG and BRS data bases and the addition of the New York State legislative retrieval service within the next few months.

"It is our belief that providing computer-based information is a basic public library service made better and easier through technology and it should be free. State money makes it so.

"Within the last three years, four Queens branches have been renovated through the use of state construction funds. ...

"The Queens library is widely know for its New Americans Project which has progressed from its early experimental stage supported by federal LSCA funds ten years ago to a fully integrated library service today and one which is totally supported by state aid. In this program, recent immigrants are given the opportunity to participate in English as a second language classes, attend cultural events performed in their native language and/or buy native instrumentalists, borrow materials from the neighborhood library written in the native language or English language materials written at various levels of comprehension. With 35 percent of the population of Queens comprised of people whose primary language is other than English, this is an important component in our overall services and one which results in the improvement of the economic life of Queens citizens.

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[18]. Ibid., pp. 54-55.

"... Put simply, programs and services which are critical to the high level of public service offered by the Queens library are dependent upon state aid and current state aid grants and formulas are insufficient to support these programs or to allow for creative enhancements of service. While New York City libraries have had adequate local funding over the last several years to provide basic solid levels of service, increased funding from the broader state base is required if we are to continue to lead, to forge ahead, to do more than is expected by our clientele or mandated by minimum standards...."[19]

ASSEMBLYWOMAN JENKINS:

"First I'd like to commend the Queens Borough Public Library for its circulation but I want to ask you a question: Is it outreach to new card holders or is it the same population who have increased the usage? You haven't done a study on card holders, or is it more or less the same population that have increased their usage because the return of the books has been shortened from four weeks to three weeks?"[20]

MR. SIVULICH:

"No, we changed our circulation period last year. Our increase in circulation began in fiscal '81 and so we had six years of the four-week circulation period prior to our changeover to the three-week circulation period. We ... had a number of changes throughout the system which I believe contributed to the increase in circulation and actually we have also increased our database, patron database during that time frame. We have ... a patron database now of about 875,000 residents and that's higher than it ... was back in '80-81."[21]

ASSEMBLYWOMAN JENKINS:

"... Have you reached out to the homeless children? This is one of our children in New York City because we're talking about the decade of the child and we're talking about excellence in education and we have thousands of children in welfare hotels and in homeless situations. Have you reached out to the homeless child?"[22]

MR. SIVULICH:

"We're in the process of investigating a program like that but ... the population of homeless in Queens is dramatically less than that in some of the other boroughs."[23]

ASSEMBLYWOMAN JENKINS:

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[19]. Albany Hearing, pp. 55-62.

[20]. Ibid., p. 62.

[21]. Albany Hearing, pp. 62-63.

[22]. Ibid., p. 63.

[23]. Ibid., pp. 63-64.

"I know. It's less than that in Manhattan. I think -- probably has more than anyone else but we have a lot of them in Queens. I live in Springfield Gardens and we have a home -- two homeless situations in Springfield Gardens and we do have them in Queens and we're interested in trying to bring that homeless child into the library usage, and they need it. They need a lot of things, and they really need some kind of outreach from the public libraries. I'm going to ask the Brooklyn people that, too. Do you have -- we've been joined by the -- Assemblyman who chaired this subcommittee before I did, Assemblyman Sullivan who chairs the Standing Committee on Higher Education, he's my mentor as far as my getting my feet wet into this chairing the subcommittee and I'd like for him to say something."[24]

ASSEMBLYMAN EDWARD C. SULLIVAN, CHAIRMAN, STANDING COMMITTEE ON HIGHER EDUCATION, PAST CHAIRMAN, ASSEMBLY SUB-COMMITTEE ON LIBRARIES:

"Some monitoring needs to be done who has a great deal of experience in libraries and I think we all pay attention to your incisive -- just these last couple of questions obviously just cut through a lot of fog into the reality that we do have kids who no one ever brings to a library, no one ever will bring to a library and so, therefore, we have to go looking for them and it's that kind of understanding of real problems, I think, that makes us lucky to have you here."[25]

MR. MALCOLM HILL, DIRECTOR OF THE FOUR COUNTY LIBRARY SYSTEM IN BINGHAMTON AND CHAIRMAN OF THE PUBLIC LIBRARY SYSTEM DIRECTORS' ORGANIZATION OF NEW YORK:

"... The library systems of New York are creations of the state. They are funded primarily by the state and they are guided by state law and regulation. They are also being slowly starved by the state. Historically, state aid increases have never kept up with inflation and despite aid increases in 1981, 1984 and 1986, the buying power of public library systems is actually far below what it was a decade ago. ... At the same time that our buying power is declining, we have been asked to assume leadership and responsibility for important new programs in automation, public library construction, outreach and literacy, while maintaining all current programs and coping with expensive new technology all without adequate financial support from the state. My own system is doing all these things with exactly the same number of staff that we had ten years ago. However, we have pretty much reached the limit of our belt-tightening and efficiency campaigns and we are operating in 1988 with a deficit of almost $80,000. I have unfilled positions, I can't buy the microcomputers that I need to operate ... efficiently and we estimate that we would need to at least double our budget for large print books just to keep up with the demand that we have now. Deficits of this sort escalate themselves every year and my board of trustees has instructed me to begin planning for major cutbacks by midyear, if additional aid is not forthcoming in order to preserve the financial integrity of our system.

"... You heard about my $80,000 deficit. You see here a deficit for the Clinton-Essex-Franklin library of $133,000, the Finger Lakes library system, $63,000, the Mid-York library system, $48,000, the Mid-Hudson Library System, $202,000....

"The impact on our member libraries of zero growth or cutbacks in system activities will be two-fold. Our role is to provide various kinds of behind-the-scenes support services to public libraries in order that they can spend the maximum amount of time working directly with the public. We catalog their books, we provide them with electronic mail for interlibrary loan, deliver their materials and offer them all kinds of advice and assistance for the asking, almost entirely free of charge. Cutbacks on a system level will first force libraries to pay themselves for services now provided by the system and second, those cutbacks will detract from direct public service time in the libraries. Public libraries will pay more for support services and their public will get less unless you help us to continue the services that we provide.

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[24]. Ibid., p. 64.

[25]. Albany Hearing, pp. 64-65.

"... [T]he most important aid we receive is not the categorical aid, it's not the aid for special programs but the basic formula aid which provides the underlying operational support of the public library systems and which allows them to customize their services to the particular needs of the libraries they serve. ..."[26]

ASSEMBLYWOMAN JENKINS:

"... I've visited the Four County library systems in early fall and your staff graciously took me, spent all afternoon going through, visiting the different libraries and I was very impressed at what you're doing with so little money."[27]

ASSEMBLYMAN SULLIVAN:

"... As I recall, 1978, the state funding for libraries, most of which goes to systems is about -- was about $28 million and today, it's $70 million and that's, by my arithmetic, that's a 250 percent increase in that period of time, somewhat above the inflation that has occurred in that period of time."[28]

MR. HILL:

"I was speaking in terms of the public library systems."[29]

ASSEMBLYMAN SULLIVAN:

"Now, as I recall, most of these increases came as a result of bills that were submitted by NYLA (New York Library Association), suggested by NYLA and where the state didn't go along with NYLA's recommendations. It was not so much that they didn't go along with the aid to the systems as they didn't go along usually in full with certain other programs that were added on. For example, in 1986, there was a request for an increase in outreach aid, a program that I had originally suggested, as a matter of fact, so I was aware of it, an increase in outreach aid, I forget, I think it was hundred percent requested in increase in outreach aid but that's a special program, that doesn't have to do with the day-to-day operations of the system, does it? That's outreach which is -- which would be a special program?"

...

"We didn't give a hundred percent. Therefore, that wouldn't affect your -- your request for regular day-to-day operations. As I recall in 1986, we gave you -- I think we gave you more than you requested in per capita aid, at least for the first year, you had a two-step program and the first year, as I recall, we gave the systems more than you requested in per capita aid. Now, if that's not -- if there's something wrong with that, you know, then I mean, first the question springs to my mind, what are you doing with the money if you're going broke and were -- and we have -- we gave you in 1986 more than was requested by NYLA for systems aid per capita aid."[30]

MR. HILL:

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[26]. Albany Hearing, pp. 66-70.

[27]. Ibid., p. 70.

[28]. Ibid., p. 71.

[29]. Ibid.

[30]. Albany Hearing, pp. 71-73.

"The fundamental problem is that the special programs are not self-supporting and I'll give you a very good example of that, that is public library automation. We receive $60,000 a year as a system in state aid to support our automation program. Last year, our automation program actually cost us almost $250,000. We had to make up the difference with charge backs to our member libraries and from our own operating funds."[31]

ASSEMBLYMAN SULLIVAN:

"That's a capital expenditure, is it not?"[32]

MR. HILL:

"No, it was not."

...

"It was salaries, it was telecommunications, it was equipment maintenance, it's all of the things that were associated."

...

"But when you buy a $200,000 computer, you have to pay for regular maintenance on it. The expense doesn't end once you buy the machine.[33]

ASSEMBLYMAN SULLIVAN:

"Okay. Only reason I mentioned, some of these things were sold to me, at least, on the basis it would save money, that it was cheaper to have an automated system than it was to have a **manual system.**"[34]

MR. HILL:

"You can do more with it, but very seldom do you save money with it."[35]

SENATOR FARLEY:

"No, let me just speak to the point that is so well taken, when you talk about operating aid in -- and how that's more important to you, there's a tendency among the Legislature and the Governor's office and anybody that's working with the budget to try to solve problems with categorical aid and without skewing everything crazy, because it can be very, very difficult, start tinkering with the formula, leaks spring out, and so forth, and not to justify some of this stuff but it's a natural tendency on the part of all of us to -- to go towards categorical aid and the certain situations, circumstances. ..."[36]

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[31] Ibid., p. 73.

[32] Ibid.

[33] Albany Hearing, pp. 73-74.

[34] Ibid., p. 74.

[35] Ibid.

[36] Ibid., p. 75.

AUDREY KOESTER, HEAD LIBRARIAN, ALBANY ACADEMY FOR GIRLS:

"... We are a member school of the Albany-Schoharie-Schenectady County School Library System. Our entire collection contains approximately 11,000 volumes, and we subscribe to 60 periodicals. So we are a tiny library but we are represented to a great many parochial and independent school libraries who are members of school library systems.

"As school libraries go, ours is adequate. We have better than average collection in some subject areas and a great need for improvement in others. ... We have come to rely more and more heavily on our school library system to satisfy the information requests of our students, faculty and administrators.

"When I came to the Girls Academy in 1984-85, the school was not an active member of the school library system.... When our students had information requests which the school libraries not meet, I sent them to their public libraries. That was fine for those students who had access to those public libraries, but not all students had that access and not all public libraries, even good ones, can meet the needs, the academic information needs of students. In fact, no library can meet all information needs, which is precisely why we share resources through library systems.

"Shortly after I took on the position of head librarian at the Girls Academy, I was asked by Louise Reese who was director of our system to involve the school in active system membership. Since that time, we have made heavy use of interlibrary loan, both borrowing and lending librarian materials. ... When I recently attended an independent school librarians' conference in Massachusetts, one of the main speakers cited New York's school library systems as models for the country, and I concur.

"... As an example of needed change, our school at present has weekly courier service which means I can send out materials on loan once a week and our students can borrow materials once a week. Because of the time it can take to transmit requests, this means that a system patron, usually a student, often waits ten days or two weeks for delivery of materials. Sometimes it takes longer. The cost of all but occasional mailing of library loan materials is prohibited. A significant increase in formula funding for the school library systems would allow expanded delivery schedules. Resource sharing would be markedly enhanced if we had access to a computer two or more times a week. Increased system funding would also allow improved sharing of costly library technology. As school libraries continue to acquire the hardware now being used to access information more efficiently, they cannot always bear the costs of individual acquisition of important information sources. Shared use of, for example, books in print on compact disk is much more cost-efficient than would be in-the-school purchase of such sources.

"Speaking on behalf of the school library system, I'm requesting that legislation provide for regular increases in annual funding to ensure that support for system activity increases commensurate with system needs and so, of course, that we don't have to go through this every year.

"In addition, I would like to support the New York Library Association recommendation that per pupil funding for library materials ... be increased from $2 to $7 per pupil[Section 711-SLMA Aid]. New York State school librarians are most appreciative of present funding. However, please consider the figures released by the R.R. Bowker Company for book prices in 1987. Average prices ranged from $3.49 for mass market paperback fiction to $26.61 for hardcover nonfiction. Disregarding books which cost more than $81, the average price for all books in six major categories cited was $12.16. At the current rate of $2 per student, the New York State Library Materials Aid program provides approximately one book for every six students in participating schools each year. I believe that New York State can do better.

"In considering revisions to Section 711-SLMA, it is vital that strong maintenance of effort language be included in the legislation. I'm fortunate to work in a school where SLMA funds really do enhance our library resources. However, I'm aware that in a number of schools, Section 711 monies have been used to replace rather than to supplement existing library budgets, while existing funds are diverted to have other school expenditures. This practice contradicts the intent of the existing statute and further legislation should specifically prohibit such shifting of resources.

"In conclusion, may I say that I feel fortunate to practice my profession in a state which assists public and independent schools, in sharing their resources for the benefit of all students. ..."[37]

SENATOR FARLEY:

"Before we start with Miss Swanker, I just want a point of personal privilege. I'd like to welcome my neighbor and somebody I've worked with in libraries for a number of years and Esther has always played a very vital role with the libraries. In fact, she was with Governor Carey and a White House delegate with me and really served libraries well. We're delighted to see you here and I'm very proud that you're involved with the Schenectady Library...."[38]

ESTHER SWANKER, MEMBER OF THE BOARD OF TRUSTEES OF THE SCHENECTADY COUNTY PUBLIC LIBRARY:

"... Our library is a member of the Mohawk Valley Library Association. We are the central library for that system. Our county contains over one-half of the population of that four-county system. While we appreciate the need for the system and they do many things better and more efficiently than a single library can, there is one area in which we feel we can give better service, and that's the area of outreach. Specifically, our library is an excellent library and our central facility and its eight branches and bookmobile give outstanding service to those who can get to them.

"Unfortunately, not everybody can get to the library. Our county has 11 nursing homes or adult residences containing more than 2100 patients and residents. It is a safe assumption that most of these people cannot get to a library facility, but many have had a lifelong habit of reading and intellectual stimulation that is often not met in facilities with overworked staff.

"Our board of trustees have improved, in concept, a plan that would provide library service on a one-to-one basis to patients in these facilities. A librarian or library clerk would visit each facility once a week or once every two weeks and would become acquainted with the patients who can and want to read, would bring them books and other resources requested by the patient or in the patient's area of interest. ... Should these folks who have contributed to our culture and worked hard all their lives not have the same kind of services we give to those people able to walk, drive or take a bus to it?

"There is such a program in operation in the Crandall Library in Glens Falls and I know from personal experience that it works. My mother is a resident in a Glens Falls Nursing Home and next to family visits, the highlight of her week is the librarian's visit.

"Schenectady County Public Library would like to offer this same service but we do not have the funds for it. We need money for personal services to pay the salary of the librarian clerk who would make the visits and the backup clerical work at the library, and we need more money for large print books which most of these elderly people need.

"Outreach money is given to library systems and they do perform a valuable service in the 'Books by Mail' program, but we could do so much more. I would like to urge you ... to consider funding outreach programs directly to libraries without going through systems based on the number of residents in nursing homes and adult residences located in the areas served by local libraries. The reason is obvious. Local public libraries, by their very definition, are much better able to know and serve these residents just as they know and serve walk-in patrons. We really want to serve some of our most deserving and underserved people. ..."[39]

ASSEMBLYWOMAN JENKINS:

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[37]. Albany Hearing, pp. 75-82.

[38]. Ibid., pp. 83-84.

[39]. Albany Hearing, pp. 84-87.

"I can understand what you mean when you talk about a person to -- personal persona versus a postman bringing the material. The last assignment I had in public libraries, I was near a large co-op where you had a lot of elderly senior citizens and sometimes they would just call me just to talk on the phone to talk to a live body and" ... "they never seen me. So this person on person is very important and outreach is very important, since we're living longer."[40]

SENATOR FARLEY:

"Yes, Esther, very interest concept and I think one that has particular meaning to me, background aging, I ... think it's quite exciting. How would that work? What did you have in mind? How would it work, bookmobile type of situation?"[41]

MS. SWANKER:

"... Basically what would happen would be the librarian and/or library clerk and possibly some volunteers would go to the library first, collect the 40, 50 books, whatever is needed for that particular floor this morning, take them to the nursing home, go to the floor, either the activities director might have all the ... customers or patrons or patients in the activities room or some of them may be just a room-to-room visit. I know the one in Glens Falls, the librarian comes right into my mother's room. Mother is deaf and she doesn't spend much time with the other patients, and so the librarian comes directly into her room. She knows the kind of books she likes. She brings her at least two books, large type books every week, and as I said, it's the highlight of her week other than family visits."

...

"... She can tell the librarian -- may not know specific titles because obviously they don't keep track of what's current but she likes biography which she does, and so when a new book comes in large type, the library makes sure that mother gets it. I've seen her go to other patients in that ... facility with books.... I think as much as the books, it's the contact, the mental stimulation."

...

"And I think it's so important, because so often these people have been vital, intelligent people, have had a lifelong interest in reading and stimulation and all of a sudden, they're put in a position where an overworked staff can't give them that attention, their families may be far away, can't visit often and I think it's just so important that we keep their vital processes alive and their intellectual processes alive and we think this can do it at a relatively small cost."[42]

SENATOR FARLEY:

"I think it's a very exciting concept and one that I think we ought to pursue. I think as you're describing it -- not to throw any water on it, but it sounds a little labor-intensive which is expensive. I mean, you're really taking a lot -- I just don't know ... -- something we ought to look into. I think there might be a format that might be a little bit more cost-effective. ... I'm thinking the amount of nursing homes we have in Schenectady and I think it's overwhelming, of course, in the city for somebody to have such a personal relationship with each patient or with each client, I guess is perhaps the way -- it's kind of labor-intensive and could be -- might swamp the system."[43]

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[40]. Albany Hearing, pp. 87-88.

[41]. Ibid., p. 88.

[42]. Albany Hearing, pp. 88-90.

MS. SWANKER:

"... [T]o get the program started and had a professional to head it, that we could probably do a lot of one-on-one with volunteeers, but we do need the funds to buy the large type books and to have somebody at the central library to ... coordinate and do the clerical work."[44]

ASSEMBLYWOMAN JENKINS:

"What happened in the '60s when all that federal money was coming down, we in New York City, we would go to the senior citizen centers and we would take maybe 100 books or periodicals or what have you, and you know how we sell books --" ...

" -- [V]erbally to the persons, and they were -- we brought the horizon to the senior citizens because maybe here is a person who only reads sports, but after we sold them other types of materials -- and it was one of the highlights where we would go to the -- to the center, we would do it like once a month and we would take maybe 100 or 150 books, they would be checked out on the card of the director of the center and then those persons who come there daily, they would read the books and take them home and bring them back and it was really a highlight of our activities, public libraries. We also did the same thing for the day-care centers but it's no more ... federal funds and no more collections like that but I think we do need that kind of outreach and maybe we can work out something over."[45]

MR. RONALD LAGASSE, DIRECTOR OF SCHENECTADY COUNTY PUBLIC LIBRARY:

"... [I] would like to briefly address two of the topics suggested by your committee, namely, how might state funding be better utilized to serve library patrons and the needs of the libraries of New York State, and secondly, what are the present library construction needs in New York State.

"With regard to the first topic, namely serving library patrons and the needs of libraries, I would encourage your full support for the New York Library Association bill which recommends direct state aid to public libraries based on the formula of a $2,000 minimum grant to every library and an additional amount of 35 cents per capita. ... [I] believe that this is the most important element because it would permit local libraries to determine how some state funds can be best spent in order to serve the needs of their library users.

"Presently, ... the local public library must rely almost entirely on local funding for the many services it provides. Most of these services are directly related to the education of our citizenry from the youngest children to senior citizens. Toddler programs, preschool story hours, school visits, young adult programs and information services such as education job centers all have as a primary goal the educational library users. Education is a shared responsibility between the local community and the state. Therefore, this proposed direct state aid would be a recognition of this joint responsibility.

"Local jurisdictions, whether county, city, town or village are finding it increasingly difficult to find the funds for the many services that they are expected to provide. As a result, some libraries have had to retrench services. ...

"With regard to ... construction, the past availability of state funds has been a real incentive for local government to undertake much needed construction of new library buildings and renovation of existing facilities. The Schenectady County Public Library board of trustees in the past has been able to secure the approval of major improvements in our branch library buildings because some state funds are available. We have used state construction funds in combination with a larger portion of county funds in order to make our library branches more energy efficient, safer, and most importantly, more accessible to the physically handicapped. That has been our top priority. In the near future, the board of trustees will be recommending that a new branch library be built to serve the Town of Glenville in Schenectady County. ...

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[43]. *Ibid.*, pp. 90-91.

[44]. *Ibid.*, pp. 91-92.

[45]. Albany Hearing, pp. 92-93.

"... Schenectady County Public Library, the central library for Mohawk Valley Library Association, provides virtually all of the interlibrary loan and research materials needed by residents of a four-county area....

"I also encourage your support on the literacy component which would provide funding to public libraries for the purpose of dealing with this increasingly serious problem. Schenectady County Public Library has developed a very effective literacy program in cooperation with the literacy volunteers. This program was developed with one-time federal and state grants. However, since illiteracy is a continuing program, public library must receive ongoing aid in order to effectively deal with it. Studies have shown that one of the most effective ways of dealing with this is literacy volunteer groups. An increase in automation funds is recommended in order to continue implementation of automated circulation and computer generated catalogs in our public libraries statewide and lastly, really most importantly, I wish to express my deepest appreciation to you, Senator Farley, and you, Assemblywoman Jenkins, for your tremendous support of libraries and the empathy that accompanies this support." [46]

ASSEMBLYWOMAN JENKINS:

"I was a children's librarian for ten years and I guess a children's librarian in all ways. I want to talk about that seller of books. I was in the library in my community once and after I was gone no longer working in the library, I was in the children's room selecting some books for some of the children that I know and I heard this little girl say, 'I'm only going to take two books because the library is not here to sell me any more.' So, then I went over to her and I said, 'I'm a librarian and I'll sell you some more.' So then we always talk about selling books because we make it so interesting with their browsing, which is why it's so important to have a children's library because if we're going to deal with the decade of the child and we're going to deal with excellence in education, we're going to have to have a children's library in every school in the state and in every library in the -- public library in the state in order to sell the children the materials that they need to excel. ..."[47]

SENATOR FARLEY:

"... The literacy program was not funded last year. Did you continue with that?"[48]

MR. LAGASSE:

"Well, as best we could. Unfortunately we had a one-time federal grant, Title 6 of Library Service and Construction Act and that came to an end in December of 1987, so beginning in January of this year, we have no funding for this program. So we're doing what we can, but we had ... a half time librarian working on the project."

"...[W]e worked closely with the literacy volunteers in Schenectady County and with the federal and state grants. We purchased microcomputers for the central library and for the branches. We purchased special literacy software that can be used not only to train tutors, but it can be used by the students independently of the tutors so that they can go to the central library or to the branch library and ask to use the software to assist them in their spelling, in work composition, sentence formulation. ...[T]his is important because there are not enough tutors to go around for this one-on-one matching with the tutors and the students. We also used a funding to hire a part-time librarian who selected the materials for the program, who selected the software and who set up the centers in each of the branches as well as the central library. So presently, we have --as a result of this effort, we have many more tutors and many more clients who want the service ...."

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[46]. Albany Hearing, pp. 93-99.

[47]. Ibid., pp. 99-100.

[48]. Albany Hearing, p. 100.

"... They [the volunteers] do most of the recruitment and then what they do is arrange for the tutors and the clients to work into branch libraries. We have meeting rooms, and in each of the branches there is a private space where they can work. Once in a while we'll get referrals, people come in, say people that can't read coming into the library."

"...They're [the clients] adults, for the most part. ... Some simply have learning difficulties. They ... simply couldn't learn to read in school."

"...Handicaps and just -- they have difficulties in learning to read."

"...Yeah, physical problems, maybe emotional problems, I'm not sure, and then there are others who simply didn't apply themselves or maybe did not receive that good an education and they hid this disability, and now -- and they're very good at it, by the way. They have been able somehow to reach adulthood and rely on other people, sometimes their wives or husbands to read for them and so we had that type and now we're saying, encouraging, 'Come on out, we can help you with this,' and this is where the literacy volunteers have some success in making them more literate. It is certainly a problem that we have recognized in Schenectady County because the county legislature two years ago passed a resolution saying that this problem was so serious, it must be corrected by the year 2,000. So, we've got a long ways to go, but I think we made a good beginning."[49]

MS. LINDA FOX, LIBRARY COORDINATOR AT THE COLONIE CENTRAL HIGH SCHOOL, COLONIE, NEW YORK:

"... School librarians have been brought out of isolation and have started working together for the benefit of all of our individual schools. The benefits of this networking system have far exceeded the sharing of books.

"... The implementation of the Regents Action Plan along with the general trend toward individualized study has had an enormous impact on our school libraries. Where we used to see only the best students doing research in the school library, we now require research and independent learning skills of every student and that starts in the 7th grade, possibly earlier, depending on the Regents Action Plan, the implementation of the individual districts. We're teaching researching as a lifelong learning skill and it has been successful. More students know how to use a library now than ever before. We're turning out a large volume of future public library users.

"At the same time, the amount of information available has increased exponentially. With the implementation of the school library systems, the vast amounts of information available through public and college and university libraries are now available to school students and personnel. Students and faculty have become increasingly aware of these services to the point where they now expect access to all types of information. When we first started offering this service, it was a novelty, they really didn't believe that we could get things from them as easily as we could. Now they expect it.

"So the next logical step in the progression of the school library systems is to provide a broader range of services in a more timely fashion and on a more equitable basis.

"There is such disparity among schools in New York State that within a school library system there may be some school libraries with the latest in technology, including on-line database searching and electronic mailing and other school libraries in the same system without so much as a telephone, the most basic form of communication. As we move into the information age, we must make certain that we do not create another class distinction, those who are information poor. ..."

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[49]. Albany Hearing, pp. 100-104.

"... I've worked in a couple different types of libraries, school libraries in the state, I worked in one school library where there were 300 students. I'm currently working in a school library where there are 1900 students and I quite often have students tell me that if we don't have it, they will go to the public library to get it. This is the type of interchange that we are trying to encourage. We don't want to separate the library centers and say public libraries have this, school libraries have that. We want students to know that they can get it somewhere, either at the public or the school library."[50]

ASSEMBLYWOMAN JENKINS:

"Because this is what we've been trying to achieve as librarians that it's a carry-over to the public library and life-long learning skills and this means we have to constantly upgrade the public libraries because we'll have graduates from the schools to the public libraries."[51]

ZEB ROBBINS, REGENTS ADVISORY COUNCIL ON LIBRARIES:

"... Our council is appointed by the Regents to advise the State Education Department and the Regents in the development of a comprehensive statewide library and information program. We also make recommendations to the department and the Regents concerning policy for the implementation of this program. We have a particular interest in the aid the state provides library programs and legislation regarding library services. We have been involved in the development of the 1988 Regents legislative proposal for libraries and we have endorsed all of the concepts included in it. ...

"... We would like to remind you that libraries are a key component of the state's educational process.... Libraries provide services to children in schools, students in college, researchers in special libraries and of course, residents of all ages in public libraries. Our libraries and library systems can not continue to operate effectively without receiving increases in funding on the same schedule as increases in school aid.

"In endorsing the Regents library bill for 1988, the Regents Advisory Council is keenly aware that it only begins to address the funding needs of libraries in this state. It assists our libraries to meet a service funding shortfall over the last year and proposes a few new much needed programs. ...

"The bill would strengthen public school and reference in research library resources systems by increasing their funding levels. This is critical since the systems are the backbone of library service in our state and the last increase in aid for these systems occurred two years ago. In addition, the bill provides for annualized funding for public library construction and literacy programs, increases in aid for library outreach programs for the elderly, disabled and educationally disadvantaged, sets a new direction for the library automation program that ensures funding for resource sharing for all types of libraries and systems, establishes a new direct aid program designed to help all public libraries meet expanded service demands and allow them to fulfill their role in the educational process, provides funds for school library media specialists at the elementary level, establishes two bold new programs designed to allow public libraries and systems to reach out to young children and their parents and includes increased funding for the conservation, preservation, the hospital libraries and the coordinated collection development programs.

"In short, this bill not only strengthens present library services in our state but strikes out in several exciting new directions. It dovetails with the Regents' and Governor's priorities addressing children at risk and highlights the important role that libraries play in meeting the educational goals set by the Regents, the commissioner of education, and the Governor in his recent state of the state address. ...

"... [I] also want to point out two major concerns we have regarding the Governor's proposed state budget. That spending plan includes no funding for educational information centers which have been providing career services in seven communities over the last nine years. These centers use specially trained librarians and career counselors to provide comprehensive information, referral and advisement on education and career-related topics to adults, out-of-school use, the rurally isolated, the elderly and minorities. ...[W]ithout an appropriation in the '88-89 state budget, we fear that even these seven will be forced to close their doors.

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[50]. Albany Hearing, pp. 104-109.

[51]. *Ibid.*, p. 109.

"Also, the Governor's budget provides no funding for three specialized staff positions in the state's conservation and preservation program. These positions which are currently funded under an NEH grant are crucial since they undergird the service provided through the statewide conservation and preservation program funded under this and previous library omnibus bills. The NEH grant funds expire in February 1989 and the loss of these trained individuals would have a severe impact on the program...."[52]

DR. DAVID H. STAM, UNIVERSITY LIBRARIAN AT SYRACUSE AND CHAIRMAN OF THE STATE ADVISORY COUNCIL ON CONSERVATION PRESERVATION PROGRAMS:

"... This destruction [of paper] is silent and insidious and the loss is incalculable. Fortunately, the New York State through its 1984 legislation establishing the library conservation preservation program has developed a solid foundation on which to build a program to address these needs and New York State is serving as a national model already emulated with similar legislation in New Jersey, New Hampshire and Maine and other states are following suit from Ohio to Arizona, ...

"... The state program wisely provides for both the large research libraries, the major repositories like New York public, Columbia, Cornell, Syracuse and for other smaller agencies, historical societies, museums and libraries which also have responsibility for important collections.....

"In the larger libraries, I can only say that the difference between 1984 when this program started and now is truly staggering. At that time only two of the 11 comprehensive research libraries had full blown preservation programs. Now seven or eight have very significant ones and we're all involved in ... this program.

"... In the comprehensive research library, state support has been used to support salaries of preservation personnel, salaries which have increased while state support has remained static over the four years. In a couple instances, our institutions are having to let some staff go. Within the discretionary grant program for the other agencies, we have received far more proposals and very sound proposals than we have been able to fund and the administrative costs of the program itself have been kept to a minimum and yet, supported by outside funds which soon should be built into the regular funding of the program. ...

"On a related matter, may I speak briefly on behalf of the documentary heritage bill recently sent to the Senate and Assembly by the State Education Department. ... Although not directly related to library preservation as such, the bill is intended to ensure the survival of archives and manuscripts documenting all aspects of New York's past and present and to ensure this documentation will be available to all who need it. Most of the library preservation program and the documentary heritage bill in their different ways are intended toward the same end, the access by our citizens to New York's cultural and political and social heritage. ...

"May I just add, as I've listened to the testimony this morning and hear all of the diverse groups going from school libraries to academic libraries to public libraries, I'm struck by the unity of purpose among us and it's really quite thrilling to see that we're really in our different ways addressing the same problem, access to the citizens of our heritage and information. ..."[53]

SENATOR FARLEY:

"... [I]t's so terribly important for the library community to speak, particularly to the legislature, to ... looking for advice as to where to go that you speak with anonymity and there seems to be that general feeling."[54]

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[52]. Albany Hearing, pp. 110-115.

[53]. Albany Hearing, pp. 118-124.

DR. MICHAEL EISENBERG, ASSISTANT PROFESSOR, SYRACUSE UNIVERSITY:

"...I'm speaking about the library scholarship ....

"I see this scholarship aid as an important component of the overall effort to meet the serious shortage of qualified school library media specialists and many other groups in New York Library Association, its children's services, young adult services, school media and other sections, the State Education Department, the schools of library and information studies, the state library, the systems are starting to work on this problem. However, scholarship assistance from the Legislature can go a long way to ensuring success in our efforts.

"... Library media specialists today are central and vital to education in the modern world. All around, ... we hear people talking about concerns about education and our educational systems, parents, teachers, elected officials, the board of Regents, everybody expresses concern about the fundamentals of education. I'm referring here to concerns with the basics of reading and writing, mathematical computation, as well as critical thinking and problem-solving. We also hear anxiety about students being able to use computer technology and be able to function efficiently in information rich environment. These are real and important concerns and they expect those things that library media specialists in the schools and children's and young adult librarians are all about.

"Library media specialists are trained in how to access, use and evaluate information. Through professional degree programs like Syracuse University, they learn how to use appropriate strategies for seeking relevant information and using it, presenting that information to meet stated needs and to work with kids.

"... Active modern school library media specialists and active young adult and children's service librarians go far beyond any stereotypical image of librarians as passive care takers of collections. Today's school library media and children's and young adult professionals are central players in our schools and communities.

"What then is the problem? The problem is that the demand for trained library media and children's and young adult service people far outweighs the supply. There are approximately two and a half million pupils in New York State public schools served by 3,422 library media specialists. ...[A]bout 40 ... percent of these people are eligible to retire in five years. ... That's compared to about 25 percent of all teaching groups, so another 15 percent, so therefore we're talking about a potential need for 1500 school library media specialists to replace those who are retiring, but in addition to just replacing those, there's the concern about the added positions that are ... coming forth. School districts and public libraries statewide are adding the positions. ... In 1983 and '84 in school media area, only one school media position was added statewide. In '84-85, just four. However, in '85-86 there were 64 new positions and last year there were 107 new positions. So we're talking about like 1600 positions potential in the near future.

"Where will all these people come from? ... Well, there are really two places that people come from. One is from other library fields like the public library and the second is professional degree granting programs. ... As a statewide community, it does us no good to have persons leave one kind of library and go to work in another. One area is as vital as the other.

"The situation in regards to professional degree programs is somewhat brighter. School library media programs exist in Syracuse, Buffalo, Albany, Columbia, Pratt Institute, Queens, St. Johns and a few of the others, there are nine in all. However, ... the numbers that they are turning out are low. In the last number of years, for example, at Syracuse we're averaging about five school library media students. In the last two years, I've had 11 each graduating, and right now there are 39 in our program.

"One of the major problems, however, is financing. ...

"This is what the scholarship program is all about. It is the missing component of the effort to attract and educate school library media specialists and children's librarians. ...

"... Unlike other certifications, the school library media program is at the Master's level. Often, part time students elect or even delay entry due to financial constraints. Special scholarship opportunities to attracting quality students in helping them complete the certification program within a reasonable time.

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[54]. Ibid.

"I know that for Syracuse University in particular, this scholarship incentive is ... particularly important. We're the only institution in central New York for the school library media program. We seek to meet the needs of communities from Binghamton to Watertown, from Rochester to Utica. Tuition and other costs are high and often prohibits interesting persons from pursuing library degrees. With scholarships, we can get to the persons who have excellent skills but limited resources, people who may be working now and can't afford to give up their salaries and pay the high cost of graduate school.

"In addition to direct financial support for students, the scholarship program sends an important message. It says the Legislature recognizes the importance of school library media and children's and young adult professionals, recognizes the crisis situation, and is committed to doing something about it.

"... [T]he centrality and importance of school media and public and academic librarians are clear. We need to attract top people to these vital educational fields by offering high quality training programs and we need funding opportunities so that these people are able to attend. ..."[55]

SENATOR FARLEY:

"... You say that the exodus from public library to school libraries is alarming. What do you think is causing that?"[56]

DR. EISENBERG:

"Salaries. School library media people are paid teacher salaries, teacher benefits.... Public library salaries are significantly lower. In some cases it's a 12-month position, two weeks vacation and, you know, and particularly for people with families, this school media is particularly attractive. Also I would say that the expansion and excitement in the school media field attracts some as well. I would like to see some move back and forth, people from school media go back into public, public into school media, that there be less of that strain, but that is a concern of ours."[57]

ASSEMBLYWOMAN JENKINS:

"I'd like to see it bring new people in the field and a lot of us are thinking in terms of -- I don't know how far it's going to go, like excused college loans and give scholarship for math and library science, if you work with children and young adults. ..."

...

"We're going to have to significantly raise the salaries. Take for example in New York City, on the librarian salary, you can't even buy -- find decent housing, so you're not going to be able to attract people throughout the country because it's no way to live. So we're going to have to start giving salaries. Salaries are extremely low."[58]

FAY ANN GOLDEN, DIRECTOR OF THE LIVERPOOL PUBLIC LIBRARY, AND PRESIDENT OF THE PUBLIC LIBRARY DIRECTORS ASSOCIATION:

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[55]. Albany Hearing, pp. 125-133.

[56]. Ibid., p. 133.

[57]. Ibid., p. 134.

[58]. Ibid., pp. 134-136.

"... The funding of school libraries has a direct impact on public libraries. Poorly supported school libraries cannot supply their share of the students' needs. Public libraries find themselves trying to make up that deficiency but even worse is there are consequently many people who never develop the habit of looking for information in any library, because their schools could not train them on how to use one. Public libraries can only reach the people who willingly come through their doors. Schools can reach every child. That is why every elementary and secondary school needs a well stocked collection supervised by a trained librarian, full time.

"We are also in favor of the Regents program to provide $5 million to public libraries for services to school and preschool children. Money spent in preparing children for successful and productive lives is well spent. ...

"An important new element is ... the direct per capita aid for public libraries. LLIA has proved to be an inadequate method to convey state aid to local institutions. Because it is based solely on increases in local support, it has meant that those who needed it most, got little or nothing. With the adoption of present and future technology linking all libraries in the state and enabling them to share resources freely, the logic and imperative for state library aid to supplement local support has never been more clear. ...

"The state aid for public library construction which has been allocated so far has done incredible good. With the evidence of need and utility so thoroughly proven, it is certainly time that the funds be made a permanent item on the budget, not something that is whimsically included or not from year to year. If schools can expect state aid for construction to be readily available when needed, then it is only just for libraries which are also educational institutions, to enjoy the same support.

"I wish to urge your sponsorship for the measure to open the state employees retirement system to employees of association libraries and cooperative library systems. In the '60s, the retirement system was opened for a limited time and many association libraries joined. Those are the libraries that are privately owned and operated as compared to the municipal tax supported libraries, but those that did not elect it then have been frozen out every since. Meanwhile, the system were formed and were not included and new libraries were formed or older ones grew. It is time this glitch in the law were remedied.

"Another issue ... is that of the manner in which some of the members of our profession are included in the classified category of civil service. We are advocating that all librarians who work for tax supported libraries be treated in the same manner as teachers, school librarians or academic librarians. All should be hired according to their abilities and training and not according to their arbitrary ranking on the civil service list. Until the tests are given often enough to be fair, until the secret of how they are scored is revealed, until the injustices perpetrated in the name of civil service are corrected, the members of my profession will be opposed to being included in the system.

"Lastly, there is a concern to guarantee our patrons confidentiality in the use of library materials. New York State proved again its leadership in library progress by ... enacting legislation to protect the confidentiality of library circulation records. ... However, it's become obvious that the current law needs to be expanded to cover protection of records that have to do with the searching of computerized databases, reference inquiries and interlibrary loan transactions. It is also necessary to make clear in the legislation that a court order is required to allow the opening of these records to anyone, including government employees. There is a belief in the profession that the current wording weakens the intention of the law."

"...[W]e would like .. to be an unclassified system. Now librarians are classified, Librarian I, I, III, et cetera, unlike teachers who while their jobs are not open to patronage, do not get hired according to a civil service test. You see, ..., a person graduates from library school to become a Librarian I, by some system that nobody has ever understood. They are ranked rather arbitrarily. We do know that the recency of a degree, for instance, dictates to some extent the listing on the civil service list which means, for instance, in our case, we've had a librarian moved into New York State from Massachusetts, although she had several years of experience as librarian, a tremendously creative children's librarian, because her degree was old, she was way down at the bottom of the list. I was dying to have her on the staff. We finally did hire her part time, but that's not just to her and it's not just to us, it's not just to kids who ... benefit from her talents. So what I'm saying is it's not that I want to throw us open to the spoils system, that would be repressive, but I do feel that there's got to be a better way of doing it.

"You understand, all librarians in the state are not on civil service, not even all librarians who work for tax supported institutions academic librarians and school librarians are not on civil service, only I think 1300 at last count, who work for tax supported city or in my ... case, a school district public library where we are on the classified jurisdiction of civil service."[59]

SENATOR FARLEY:

"...[I] can understand what you're saying and I think your point is well taken, Fay, and of course there is protection that goes with civil service which I don't think that you want to relinquish because in the hiring process ... the person has written a perfect test, or examination, I haven't met them yet and I don't think it's necessarily around, but there's an awful lot to be said for at least having some standards of qualifications which the civil service attempts to prescribe. I think you have to be careful what you're asking for. You might get more than you bargained for."[60]

MS. GOLDEN:

"... I would say, though, that because one of the basic requirements is a master's in library science to a certain extent, people are filtered out according to that but the way civil service is written now, we can only hire from the top three levels of the list as you know, the famous rule of three, or should I say infamous."

"...I once asked that question of a man who was running the thing for the school district and I said, 'What if there's nobody at the top of the three people at the top of the list whom you really want for your job', and he said, 'Hire them and then fire them before their probationary period is up'. To my way of thinking, this is not a job protection. In fact, I refer to it as job inhibition system, actually, because you find yourself, for instance, with a perfectly able person whom you want to promote and you can't promote that person without putting that job at risk again because it has to be -- you have to then go to the list again. So, in other words, if you get somebody in whom you have perfect confidence, who's working their little tail off for you for several years, you still have to go back to that same list or the next list, the next level in order to hire them."[61]

ASSEMBLYWOMAN JENKINS:

"See, if we're going to deal with the decade of the child and we're going to deal with excellence in education, we're going to have to review the adults who are working with the children because the special people that can work with children. Like in New York City we're doing the Vietnam War, you didn't have to go to the service if you went into the school system, and this is nothing against men. I'm the mother of a son, but you got a lot of men in the schools who were there to keep from going to the war who didn't do the job that those young children in elementary school that probably would have been done by other men who were there because they were interested in teaching them at elementary school, they were not interested in dodging the war. See, we're going to talk about the decade of the child and excellence, we're going to have to review with children, because the special people, you have to really like kids."

"...And with child abuse, it's like a lot of parents don't like their own kids."

"...'Cause I was a children's librarian for ten years before I became a supervisor and children like to pull on you. They don't think you're listening unless they're pulling on your skirt or pulling on your jacket, or what have you, and you have to really like kids."[62]

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[59]. Albany Hearing, pp. 136-145.

[60]. Albany Hearing, pp. 145-146.

[61].Albany Hearing, pp. 146-148.

[62]. Albany Hearing, pp. 146-148.

KEITH WASHBURN, EXECUTIVE DIRECTOR OF THE CENTRAL NEW YORK LIBRARY RESOURCES COUNCIL IN SYRACUSE, NEW YORK:

"... By way of providing some background on Reference and Research Library Resources Councils, it was a commissioner of education's committee that back in 1961 recommended the establishment of these councils. Based on the successful public library systems, 3R's councils today link the research resources of academic and special libraries and public and school library systems in an 'extensive and well ordered program of cooperation' statewide. ...

"Last year in 1987, many state legislators fought very hard for a strong library aid bill which very nearly was passed and we're all very grateful for those efforts. ...

"Because state aid to libraries did not increase last year but library costs did, significant funding levels are needed in order to make up for lost revenue and then improve upon existing levels of aid. Hardly anyone, I think, would be surprised by the thought that our citizens benefit from the use of libraries all of their lives, from the time that they have to read to 'till the time they have to be read to again. School libraries serve our children's needs from kindergarten through high school. Academic libraries support students at the postsecondary level, special libraries serve the needs of professionals and researchers in their fields, also contributing to the economic development of the state, and public libraries serve all of us, all of our lives long. Within a rich and developing web of interlibrary cooperation and resource sharing, all libraries in New York State collaborate in serving the peoples' library and informational needs.

"... Given the rich, compound informational infrastructure which our libraries provide for the educational process, it is vitally important to recognize libraries as an integral element in that process. One way to give our children the better beginnings and successful completions which they deserve and must have is to provide them with a strong foundation of public school and academic and research libraries.

"We in the state are concerned in 1988 about educating our children with better beginnings and successful completions .... Given the rich, compound informational infrastructures which our libraries provide for the educational process, it is vitally important to recognize libraries as an integral element in that process. One way to give our children the better beginnings and successful completions which they deserve and must have is to provide them with a strong foundation of public school and academic and research libraries.

"We in New York are concerned in 1988 with the economic welfare and development of the New York State and with the help of our people. To meet those needs, New York State boasts hundreds of specialized libraries in medicine, business, law, agriculture and other specialized areas as well as the research collections of the New York Public Library, SUNY university library and the massive collections of the New York State Library itself. In terms of how New York State might respond to the needs of special libraries, ... 3-Rs council represent in many cases their only access to the organized consortium for resource sharing and contact of the broader world of libraries around them. Increased basic aid to 3R's Councils means better services for special libraries and their clientele.

"... First, it is critical that basic system formula aid for 3R's Councils be increased significantly, primarily to continue and to improve existing system services. Essential programs of the nine 3-Rs council include interlibrary loan, materials delivery, continuing education, communications, regional bibliographic control through union lists and database development and regional administration of a variety of specially funded state programs. Across the state and more and more ... libraries are joining 3-Rs council. ... If no additional state aid is forthcoming in that 1988, the South Central 3-Rs council, for example, faces a deficit budget and METRO already has had to deplete their fund balance to carry on basic council services. The rest of us are facing similar circumstances. We want to do more than simply maintain services at their present levels, however. We want to improve them and to do that, we will need very significant increases in basic formula council aid.

To promote resource sharing is a major 3-Rs goal. Resource sharing is greatly facilitated by the effective use of technology. State funding through the regional bibliographic databases and interlibrary resources sharing program which was begun in 1984 has been used effectively to build regional databases of library holdings in all nine regions of the state and to facilitate access for resource sharing among libraries between the regions. Enrichment of these databases statewide has contributed directly to the increases in interlibrary loan traffic, among ... our academic libraries alone across the state, for example, 19 percent increase between 1983 and 1985.

"Although great progress has already been made ... much remains to be done. A major increase in basic regional grants for automation and technological development is needed for continued progress in this area. ...

"Resource sharing requires also that libraries have strong collections of library materials. The coordinated and development collection aid program has had a significant impact upon resource sharing in our state even though it presently includes just the academic libraries and has materially contributed to increases in statewide exchange of library materials of all types. This successful program requires larger base grants for each library, as well as increases in the formula factor for FTE students.

"... Because all libraries in the state benefit from resource sharing through interlibrary loan, the common good of all is promoted by the continued growth of each.

"Resource sharing requires effective means of moving books, periodical articles and other items requested through interlibrary loans from lenders to borrowers and back to lenders if necessary. With materials delivery, the three essential tools of resource sharing are in place: Database development for locating materials, a computer-based network or other means of requesting materials and a delivery mechanism to provide for the physical transport of materials.

"... If we want an immediate and measurable statewide improvement in interlibrary resource sharing, the way to do it is to support the regions' extant delivery program. ...

"Resource sharing requires that libraries not only build their collections but actively protect what they already own. One factor frequently considered when libraries decide whether to lend a requested item to another library is its physical condition. As you've already heard..., acidic paper in books has begun to exact a terrible toll on library collections across the state. Greatly increased support for conservation programs including conservation trading is needed badly.

"... Resource sharing also requires strong leadership and administrative support from the division of library development, New York State Library. We in the field are well aware of the tremendous amount of work undertaken at DLD and of its value to libraries and library systems of New York State. Not only does DLD development and administer New York State's own programs for libraries, but it also works with federal government in obtaining, instruction at LSCA, NEH, that is, National Endowment for Humanities and other federal funding for libraries in our state. We are in favor of increased funding for DLD ...."[63]

SUSAN WOOD, PRINCIPAL LAW LIBRARIAN, SUPREME COURT LIBRARY AT SYRACUSE:

"... I come to you with an experience of 19 years as a law librarian in five different libraries....

"The Supreme Court law library in Syracuse originally started off as a Court of Appeals library. We were there when the Court of Appeals judges went on Circuit rides, sat and listened to cases around the state. In '75 by statute, we became a Supreme Court library and in '77 we became part of the state Office of Court Administration when the state took over the court system.

"We have over 100,000 volumes. Our primary clients tend to be judges, judges' clerks and attorneys.

"... One of our most unusual features for a law library is that we will allow all of our material to circulate. We will send those out to any library or to any patron as long as he has some means of identification, and we've take some pretty strange pieces of identification over the years. We will allow those students, those people to take items from our library for a week to go home to read the law, to study the law, to figure out that maybe they do need an attorney, that they're not going to be able to go to the U.S. Supreme Court all on their own, they're going to need a little bit of assistance before we take on the court.

"We also try and work heavily with the five other law libraries in our Fifth Judicial District. Those five law libraries are spread across five different counties, one in Oswego, ... Watertown, ... in Lowville, ... in Herkimer, ... in Utica. Obviously we have to go across system lines to work our libraries all with the one in Syracuse, six as a unit and to try and coordinate the needs of the libraries across the lines.

"For this reason, council [3-R] membership is very important to us. It allows us to participate in a number of programs. There are really three programs that we get from the council that I'd like to speak to. One of them is the interlibrary loan system. Using a computer, we can pull up records, tell what library owns the book that we need and put a request through that computer to those libraries. The computer automatically bumps that request from library to library .... [W]e need to see holdings in the database so that we can effectively, efficiently get to the nearest copy of that particular periodical that we need, so that this was the kind of thing that we need to have in the database.

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[63]. Albany Hearing, pp. 150-162.

"As a library, what we do is we are loaning items to other libraries. Before we went on the on-line computer system, we loaned 577 items in a year. We thought, well, that's pretty good, then we went on board the computer and my interloan librarian said, 'Do you know what we're doing?'.... She said. 'We went from 577 to 1,491 items and that's not a full year'. ...

"How do we pay for this? We pay for this UPS service thanks to a partial subsidy from our council. Our council has given us funds to have the UPS man come in every day and pick up from our library. ... It gives us a reliable delivery service. ...

"...[W]e are part of the automation grant program. We are listing our holdings on this database. Unfortunately, well, you know, lawyers aren't sure that computers are here to stay. Therefore, they have been very reluctant to move into computer technology. We're gradually bringing them into the work with computers, but we've got to get the materials no listed on the computer database so we can locate these materials, find these materials and be able to retrieve these materials for attorneys. There's a lot of calling for a lot more database listing on the part of law libraries. ...

"The last item I'd like to touch on is the Regents bill, in the part ... they talk about budgeting for microcomputers. Tomorrow I'm speaking at the State Library on legislative intent. I would like you to make it very clear before we have to go to the courts that you did intend those microcomputers to go into special libraries, too. I know what happens when the courts start reading language and it doesn't always come out the way you had intended, so I thought if you made it very clear that special libraries are included in the microcomputers, there would be no question for a judge to have to determine should it ever reach the courts.

"The other thing is ... that maybe it should be microcomputer or a fax machine. The reason that I'm plugging that is we were able in the Fifth Judicial District to get six fax machines. We use them to move information and messages back and forth a great deal between the six libraries. We were always able to fax materials to someone like Judge Hancock who has his offices in Manlius, who called and said, 'I think I need this 27-page article'. We sent the pages, he looked and said, 'You're right, I don't need it', but he was relying on my determination of that article. He could see enough of that article that he knew he didn't need it. ..."[64]

ASSEMBLYWOMAN CYNTHIA JENKINS:

"And when you were talking about how you advise on the holdings for the attorneys, and so forth, see, people don't -- we don't have the PR that we should have. People do not recognize that if all the law librarians went to the moon, nothing would happen, if all the medical librarians went to the moon -- we all should go one day, all the academic librarians, you know. We control everything and people don't recognize that."[65]

MS. WOOD:

"Well, particularly I think more and more in law we're finding that we're getting out there and doing PR and more pulling and hauling again and again and again. You have this because we were able to make the connections and get it there and put it on your desk and that when you have that question, if you'll ask us, we'll do our darndest to see if we can't answer that."

"...That's why we want more money and I'd like to say that I think we're getting more and more services from our council and that's part of the reason why the costs are going up but the UPS, we don't get that free. The ... items that you have to list on the computer don't just jump in there. ... So I think that when you put it into those perspectives, that's why we need more money for libraries."[66]

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[64]. Albany Hearing, pp. 164-175.

[65]. Ibid., p.175.

ASSEMBLYWOMAN AURELIA GREENE:

"Good afternoon. ... [I] wanted to stop here and let you know that I, too, am very supportive of library funding and the ... increase of your services. I happen to represent a district who -- that currently has two of its three libraries closed, one for contamination within the building that's being fixed now, and the other one because the facility is just so antiquated that the city has just approved the planning for another site and I'm being bombarded by children and adults alike in my community and for me, for us, library services are very key, especially for those who are in need of literacy services. So, with the close of those two libraries, we are really suffering and I can empathize with the need ... to really publicize it more. I think the last speaker really hit the nail on the head when she said that we have to do more public relations in terms of libraries.

"I just wanted to stop in to let you know that I am very supportive of your efforts and will be continuing to work with you for the increase in funding. Thank you."[67]

MS. MARGARET JOHNSON, DIRECTOR OF SCHOOL LIBRARIES, TEACHER, AND A SCHOOL LIBRARY MEDIA SPECIALIST:

"... [T]oday, I'd like to amend my comments to two phases ... and that's the increase in funds for library resources from $2 to $7 and for language to promote a maintenance of effort on the part of local school districts in order for us to continue to build collections, and the other aspect of my thoughts have to do with the pro investigation of elementary library media specialists in proportion of a ratio of -- of note -- more than 500 to one in our elementary schools across the state.

"... As professionals in education, we are -- we support and are responsive to the philosophy that we recognize the equality of New York State's youth and the importance of their information needs. Two, the quality of information and/or library services to which New York State's youth and their teachers have access directly affects what they learn and how well they learn it, and the third point is, we are responsive to the fact that certified and qualified specialists are a key component to promotion and implementation of the school's total goals and objectives.

"The Regents action plan has implications for all curriculum areas. The school library media center is the hub of our focal facility of that school. It deals with the collection of print materials, all of the new audio visual materials, the technology with which this material is used. Educational requirements presented in our state's Regents action plan have challenged these library professionals to pursue every medium to ensure collections development and this is where we have the opportunity of working through the school library systems and sharing with each other, and another privilege that I have is working with not only the public schools in the Albany area but with the private and parochial schools through this library resource sharing. In other words, that increased from $2 to $7 per child will affect every child in my area regardless of what kind of school they go to as well as in every other area in New York State, and one of the things that is great is the fact that this kind of interaction networking linkage between librarians of all types really helped to promote the ... needs of our children who are our future citizens.

"It was interesting ... that there has been more than a 100 percent increase in the cost of printed material in the last 12 years. We looked at some of the material that was purchased under federally funded programs and then looked at the cost of that same material today which some is being reprinted and of course there is equal type of material for our children's needs. Take for an example, at the time that we purchased these federal materials between 1969 and 1975, the average cost of an easy book for young children was 2 to

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[66]. Albany Hearing, pp. 175-177.

[67]. _Ibid._, pp. 178-179.

$5. Right? That same book to be replaced today is between 7 and $12. ... Further, the cost of periodicals which we all try to get as many as possible, ... whatever level it is, plus this is our access to the most up-to-date material. It has been a 50 to 65 percent increase in the cost of periodical material, ...

"The end result is that the local school district needs the increased support from our legislature as well as the mandate to the local district that says you, too, must maintain effort. Quite frequently, other things will get involved and if there are cuts to be made, the support services are the ones that suffer.

"... The expansion of the school library systems throughout the state has provided networking and in linkage among schools within each region. However, the teaching moment in a given school is now, right now, when a teacher decides that she wishes ... to expand upon a topic, and the children are interested in that topic they are sent to the media center or library as it may be called, to further gather knowledge and to find out more about [it], when we don't have the material, it is rather difficult. By the time we do borrow from a member of the system, the moment has passed and this is why it is so important to try to at least meet the minimum standards of 20 to 25 volumes per child in a given setting. That might seem like a lot but it's not really when you think about it.

"There are goals to be met by trying to do this. One is to improve the quality of learning. Two, increase equity and opportunity access and quality and, three, to ensure greater cost effectiveness in the utilization of our dollars.

"This past summer also, a bit of support came forth for school libraries and their expansions through the school administrators association. We are very pleased that finally at last they are seeming to understand why it is so very important that in their individual schools, they must have a quality library but in order to have that quality library, it is necessary not only to have materials but to have someone who is certified and qualified to manage those materials and work with teachers to teach children how to best use materials and provide other needs as necessary...."[68]

ASSEMBLYWOMAN JENKINS:

"... Our goal is a certified school librarian in every school in the state of New York and we need people like you or school administrators to help us try to get this information across, because you can't have excellence in education without it."[69]

MS. JOHNSON:

"We find that one of the greatest PRs for us has been in my district to invite parents to come in and see what's going on, not for special program but to come in during the general activities within a school day, when a fourth grade class is scheduled to come into the libraries to do research on heros, for example, and to receive the activity that goes on and the enthusiasm that's generated and then all of a sudden they realize, well, there are not quite enough books to go around. What do you do about that? We use the reference books and et cetera, but to get the parents to see what is going on than just reading a story, they will go back to their PTA or other parents and community people and say, 'We must push for expanded library service in our local schools'."[70]

ASSEMBLYWOMAN JENKINS:

"Two -- one of the schools in my district, I don't know whether its fifth grade or fourth grade to study how a bill becomes a law, I don't know which grade that is but the class that voted to send two of the students to make an appointment with me so I could explain to them how a bill becomes law. So when they called my office, my secretary said, 'You can't come this Friday because she's all booked, but you can come the next Friday'. So they explained they had to see me that Friday because they would be going to another unit. So I cleared a space ... on my calendar and here comes these two students and they had their little notebooks and it was a very interesting professional appointment and we were happy that I took them, because the next week would have been too late."[71]

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[68]. Albany Hearing, pp. 180-186.

[69]. Ibid., p. 186.

[70]. Ibid., pp. 186-187.

MR. JAMES BENNETT, PRESIDENT OF THE NEW YORK STATE SCHOOL LIBRARY ASSOCIATION:

"... The creation of the school library systems, the $2 aid, increased staffing at the bureau of school library media programs are some of the top examples that we have that we're very proud of. The legislature has come to our aid but regretfully we have to ask you for more because federal efforts have dried up and local efforts often place a low value on this vital area. Therefore, if we're going to change the current rejected future, we must ask you for your assistance.

"Our association has for ... its foremost legislative initiative to have the state aid for library materials increased and specifically the maintenance of effort clause to be implemented. When aid came to us three years ago, we were elated because we knew this would be a help to our students. First, there was resistance on the part of business officers. Then there were districts that saw this was a way to supplant their local effort by substituting your $2 for their $2. We even have districts who are taking the money for materials that never reached the libraries and diverting them, of course, to other areas. Yes, this is rare, yet it is known. The profession implores you to take action to stop this deliberate attempt to circumvent your intentions. By placing the maintenance of effort clause in place based on the 1984-85 budget year, the districts will have to shape up their act. Once this clause is in place, then real improvement can be made in those districts that have continued to create what I will refer to as ... an information poor situation or information poor environment.

"Recently released statistics from the United States Department of Education show clearly how New York State is below the mean when it comes to our expenditures per pupil ... The mean number of titles per pupil in each library is less than that of the national average as well. ... As a state, a condition of a library collections have steadily gone down hill since the ... federal monies dried up. Therefore, our profession urges the legislature to increase the $2 aid to $7 per pupil. This would allow our libraries to buy on the average of at least one new book for each two students. That's based on about, well, $14 or so per title.

"... The correlation to the above request for aid is a strong need for the legislation that would mandate boards of education for continual funding of the library media budgets when voters defeat the local budgets. When austerity financing currently hits the budget, usually three items are affected, library materials, interscholastic sports and transportation -- over and above transportation. ... If school districts were forced to maintain their local effort, then in time, attitudes might change and there might not be a need for state assistance. Regretfully, those school districts currently being effected are already often, again, the information poor school districts. Please pass legislation that will ensure consistent local funding.

"... Urgent need is to place professional library media specialists in elementary schools, and the equally critical shortages that are about to face us as many professionals are about to retire.

"... We in New York are missing the boat when we do not insist that trained, reading guidance directed elementary librarians are an integral part of the program. Habits are formed in the primary grades. Research directs us to the building of skills on the elementary level, yet we ignore this vital foundation to our secondary learning process. State after state has mandated this missing link that we have. The 1988 national guidelines from the American Association of School Librarians and the American Library Association, the Association of Educational Communications and Technology all recommend that the minimum of one professional be in every building in the United States, and more, of course, based on the local programming services. Yet, ... more than 1300 elementary schools in New York State are without the services of a trained librarian. Worst of all, the bulk of the gap is in New York City where the dropout rate is at crisis level already. ... [I] would hope that seed monies would be placed in school districts so that they would in turn want to take up the challenge of hiring new elementary school librarians, much like the old CETA type monies. I would hope that they would then follow through and pick it up on a local expenditure level.

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[71]. Albany Hearing, pp. 187-188.

"This is a goal that's a very complicated one to achieve and yet we must not stop working towards it. Whatever it takes, a mandate, seed monies, a combination of it, we must achieve our goals.

"To compound the situation, ... we are faced with shortages of qualified library media specialists. Our state insists on graduate education and that is right on target with the national recommendations, yet we are not enticing enough people to the profession. Some of the districts are paying to retrain their current teaching staff. ... Yet this is not the total solution. Young people need more scholarships from the state to entice them into this worthy field, just like you're doing currently in math and science. We ... must have a more diligent effort to hire new people in the field and replace the retiring personnel and open up the new staff lines for elementary librarians.

"With the current missing element in professional elementary libraries, the gap sometimes is filled by volunteers, clerks, teachers' aides, teachers' assistants. Our association strongly supports the legislation now pending that will change the supervision of such persons, meaning, then, those teaching assistants. We specifically think that those teaching assistants should be immediately and directly supervised by a qualified professional so that this would stop. In essence, ... we do not want to see these elementary libraries staffed by people who do not have the qualifications and the expertise to deal with the students at that level. We are asking them to tighten the laws to protect the interests of the students. ...

"The advent of the school library systems has revolutionized our attitudes towards ourselves. ... Isolated schools and districts are now coming together for common networking of materials, ... The basic operating funds under the current formulas must be increased if the systems are to continue to supply the basic services. When salaries and automation monies are expended, downstate school systems have very little left over to do anything else. ... In the future years, there will be a need to make greater increases for the systems that serve ... the smallest student populations, the largest geographic areas and for those that are in the metro New York City, Long Island area that have to pay more in salaries ....

"... [U]nless we do this, again, we're going to create an information rich and information poor, except now it's going to be on a system level basis and I don't think that's the intention of the state at this point. We are fortunate and yet we cannot sit back. Pilot projects are needed to integrate the school library holdings into other regional holdings lists. Once this is done, then our systems truly will be equal partners providing information needs to the rest of the state.

"... As we enter into the final years of this century, school libraries must address the needs of minorities. First, we must take a concerted effort to enlist the competent minorities that want to work with the young people .... A campaign to recruit prospects from all ethnic backgrounds is essential to make up the state population changes. Black and Hispanic students who have Bachelor's degrees must be offered more scholarships to enter our field. The new Regents challenger scholarships for library science are on the right track....

"We are also at a serious need to change the complexion of the profession. ... Many of our states already have acknowledged the shortages and are looking to racially balance the staffing of the media centers to fit the make up of their student population. I personally don't feel that's happened currently in New York State.

"... As the population becomes more Spanish speaking especially and more Asian speaking, the materials to meet the initial needs of these students must be supplied. With the limited funds that are currently available, library media specialists reluctantly place their priority purchasing where they do the most good for the most students .... Libraries must be given additional monies in this category to ... correct it.

"Another point, recent inroads in other states to erode the access of information to school libraries bothers the profession. As the need is to ... be more aware of one's world is all around our students, we as suppliers of that material must be able to give our youth a well balanced up-to-date data so that they could be better informed and make critical judgments. School libraries have had their days in court. ... Today groups of people are again trying to restrict student access to quality materials. The new AIDS curriculum is a fine example of how libraries have an obligation to assure that our youth have up-to-date factual materials that may present varied opinions. Materials acquired by schools cannot come under the attack by external groups just because they may not be of their opinion. Quality materials reviewed by reputable sources must be included. Because school libraries are a prime source for AIDS information for our youth, adequate collections must be developed. Our materials should not be post-censored or pre-censored by committees outside this school. Lastly on this point, state aid for AIDS material is needed so that again we do not get into the information poor, information rich syndrome.

"A vast majority of our libraries are in deplorable physical appearance .... Those schools ... that developed libraries in the 1960s are the lucky ones. They're now only a quarter of a century old. The way students behave towards their physical surroundings can in part be accounted for by the condition and outward impression that is conveyed to them. ....

"School libraries, unlike other public repositories and materials are solely at the discretion of boards of education. If a physical change is to take place, local money is the only avenue that most of us have to rely on. We are not privileged to the Library Services and Construction Act federal monies, referred to as LSCA. In future years, as we develop collections and hire new generation of media specialists, we must renovate our out-of-date facilities, expanding them to meet the projected needs of that century. State funds are needed especially for New York City school libraries to come up to our student needs of today let alone what would be into the next century. Funds that are competitive, like the federal LSCA monies, are desired. ...

"... As a group, we are people who like to serve the needs of our students and staff. We are professionals who know what the needs of our students are. We are changing as a profession to encompass all the new technologies that are basically in front of us and yet we're still holding to the fundamentals of reading and reading guidance and supplying the basic information. I think we also are changing for the future, because we know that we have an obligation to future generations to be well informed. ..."[72]

ASSEMBLYWOMAN JENKINS:

"... We're going to have to, as a profession, say that we love all of our volunteers but we're going to start running all of the libraries of New York State with professional certified librarians because we historically have said -- oh, I have -- I'm a professional and I have five or six volunteers, so when the municipalities and the states feel like we don't need nay money, you don't need a higher salary, if you can run your library with all of these volunteers, we don't have to say we need the volunteers but we need three professionals or we need four professionals. I think we'll have to start saying that and we're going to have to deal with this racial balance, and we have less minorities going to college that we've ever had because of the ... education and other reasons. We're going to have to find some way to educate the minorities in order that they can take their proper role in this profession."[73]

MARY JOAN EGAN, DIRECTOR OF LIBRARIES, BURNT HILLS-BALLSTON LAKE SCHOOL DISTRICT, & PAST PRESIDENT OF THE NEW YORK LIBRARY ASSOCIATION SCHOOL LIBRARY MEDIA SECTION:

"... Although we have not yet eliminated the plight of libraries with the 1957 law that says no new books for libraries under a contingency budget, we did take a giant step forward and we should be positive about that. When we enable the children of the state to get $2 a pupil and also when we ... passed legislation for the school library systems, those were big breaks ....

"We do not wish to appear ungrateful for this great progress, but we are appreciative and also in need of more legislation. At $2 a pupil, we will take the money from seven children to buy one new book. School librarians are not designated to receive funds for technology. ... The school library ... is a place to access information, students do research related to classroom units of study that are planned to help locate, evaluate and use print materials, mainly books and periodicals but audio, video and microcomputer materials.

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[72]. Albany Hearing, pp. 188-204.

[73]. Albany Hearing, pp. 204-205.

"All students, including the specially funded students who are learning disabled or talented and gifted have or should have access to library resources in New York State.

"A Michigan study noted that in grades four to seven, student scores were significantly higher in schools with librarians than there were in schools without librarians .... Students were able to use school libraries more when there were librarians as a staff member.

"... I can tell you of a nation that had great funds for books and library materials for about ten years from federal funds and then when they dried up, the school libraries were put into very slow gear. ...

"Now, the good news is that we have some great students using our libraries, and while we have professional librarians on our staff and part-time clerical help, we do have parent volunteers. ..."[74]

MRS. NANCY DOLE, PARENT LIBRARY VOLUNTEER, STEVENS ELEMENTARY SCHOOL, BURNT HILLS-BALLSTON LAKE SCHOOL DISTRICT:

"I volunteer at the school library each week. It is so enjoyable watching the children find just the right book and checking it out for home reading. Some children take home the same book three or four times and encourage their friends to read it. These well loved books are beginning to fall apart. Without sufficient funds to repair or replace the favorite books ...[they will] not there for reading enjoyment."[75]

"...This is from Jane Walker. I have three children going though Stevens Elementary School and have been a library volunteer for five years and chair for the volunteers for three years. I've noticed how much research is done by children starting in third grade, with lots of research being done on fifth and sixth grade levels. I've also been delighted to watch the children select books for reading for pleasure and reading for information. I try to help Mrs. Egan when she has teacher requests for books and other materials like multimedia kits and prints for the teachers to use in classroom units of study. I sincerely feel that the cost of books today, $2 from pupil for New York State should be increased to $7 per pupil which would buy one half a book for the little children and less than one half a book for my children in the middle school and the high school. ..."[76]

HERBERT BIBLO, DIRECTOR, LONG ISLAND LIBRARY RESOURCES COUNCIL:

"... [reading from the testimony of Arthur L. Friedman, associate professor and Chairman of the Library at Nassau Community College, trustee and secretary of the board of the Long Island Resources Council and Convener of the State University of New York Council of Community College Head Librarians]

"... New York has a long record in support of ... a high quality educational system. The state's public and private schools, colleges and universities have developed award winners in every field of endeavor in numbers far exceeding our population. However, learning does not only take place in the classrooms of these institutions.

"Libraries are a key component of the educational process. For many children, the public library represents their first opportunity to hold a book, hear a story and participate in a group learning activity. The school library and media center should exist as extensions of the classroom learning activities of our children. Academic libraries serve New York State as a source of scholarly research materials. Their collections are built to enrich the higher education environment and continue serving the life long learning needs of our students.

"... While this institution is principally funded through local taxpayer support, each public library serves us all. ... Library service must be supported on a broader basis than the local taxpayer. It is time for basic grants to be given on a statewide basis to public libraries. ...

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[74] . Albany Hearing, pp. 206-211.

[75] . Ibid., p. 211.

[76] . Ibid., pp. 213-214.

"New York also has a major resource in its SUNY-affiliated community colleges.The leaders of the libraries at the 30 institutions in this category recognize the contribution we can make to the economic foundation of the state through access to our collections. Some institutions have received monies from the automation plan to add their collection to the statewide database. In many areas, this funding is not yet sufficient to complete the task. We believe that additional improvement in our ability to manage our collective information resources is vital and we expect to provide a proposal to accomplish this task in the future.

"... The reference and research resources library systems represent the epitome of cooperative library services. A voluntary association of academic, public, school, hospital, business and special libraries, they coordinate interlibrary loan activity, provide a forum for the solving of regional library problems, administer coordinated grant programs and serve in any capacity their regions require. In the Long Island region, our 3 R's agency, LILRC, helped to develop an effective audio visual program, expanded this program to include handling off-air television signal licensing and even made it available on a statewide basis and championed the development of our research loan program, a unique program in New York State that not only provides the serious research with on-site access to the special resources of our member institutions but includes limited direct borrowing privileges as well.

"The proposal to fund inter system delivery is a product of the creative thinking of 3R's councils. These agencies have a proven track record of using funds effectively. [This completed the Friedman Testimony]

"[Biblo Testimony] ...The bottom line is in order to maintain current levels of library service, a library bill must be passed this year. ...

"The New York State Legislature through the leadership of the subcommittees on libraries in both houses has been in the vanguard in operating state support for libraries and library systems. ... Without realizing it, aid to school libraries has been legislated, aid to academic libraries has been legislated directly. This is the first effort to fund local public libraries directly. I think this is a recognition of the role that public libraries play and also a recognition of the autonomy of public libraries and the fact that they have their own specific programs.

"Categorical aid to the school library systems to support their automation programs. There has been aid to the other two systems and this is the first effort to give the school library systems their own grant to work on their automation programs. We know that $25,000 for a school library system is a start and they have a lot of work to do, and this is an important new initiative.

"... The speed of bibliographic access has been vastly improved. We now know where much of the state resources are held, but we cannot provide prompt delivery. Support for delivery can enable us to utilize such technologies as telefacsimile transmission. I regret to say that this is not a new technology and in New York State, we are lagging behind seriously. Recent efforts to have the State Education Department fund programs using federal funds, using state funds, have up to this point been denied. We are not permitted to use some of the funds that are available for these kinds of programs.

" ... Regents policy on libraries affirms that every resident of New York State should enjoy timely and free access to local libraries working within library systems to a full range of informational resources and services, provided without restriction of censorship or violation of privacy.

"Today, you've heard many pleas of support of conservation and preservation ..., but despite the increase in funding and its inclusion ..., we have never had guidelines on how the public can access the use of these collections which are conserved and preserved with public monies.

"Where does the responsibility lie for this oversight? We have been promised guidelines to -- to this day, I cannot get into some of the library buildings that are receiving state money to conserve and preserve their materials. Who are we conserving and preserving these materials for if we are spending New York State funds for this? ... In our efforts to pass worthy legislation, we must not lose sight of the bottom line. Better library service for all your constituents, which in the final analysis means that the goal of free access must become a reality. ..."[77]

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[77]. Albany Hearing, pp. 215-224.

EDITH BREWER:

"I think the only point that I would like to make that I haven't heard an awful lot about today is the standards that libraries are beginning to face. They're revising the minimum standards for public libraries. That's very important. We need consistent levels of service. There's -- you can go from small public library to small public library and get a wide range of quality service. Standards are vital. We need them badly, but they're going to close the doors of some small public libraries because they will not have the money to comply with them. If it weren't for Senator Donovan, Clayville would be one of those libraries.

"It's been said that if the funding doesn't come down this year, then standards won't comply. That's disgusting. We need the standards. We need the funds to comply with them and to maintain those standards yearly, and other than just making that point as strong as I can, that's all I really have to say now other than what's in here. ..."[78]

ASSEMBLYWOMAN JENKINS:

"And we need the monies with the standards and that's what we're going to say first. ... [I] don't know how far we're going to get but -- and we don't need the libraries closed. We need them larger and expanded and we need the monies but we need standards."[79]

MS. BREWER:

"If standards go through without the funding, the people that need the small public libraries the most, the illiterate, those that are trying to get a better job, those that are working for their master's degrees, those real people are going to be the ones to suffer."[80]

...

"... I would like to think that I can do as good a job because I have a good system backing me, but it's important to have standards that people like myself can follow and adhere to, but it's also necessary to have the funding to prevent those standards from closing the small libraries."[81]

...

"... Fortunately, we won't have to close simply because we couldn't house an outrageous number of books .... Last year we spent for the first time five percent of our budget and bought more books than we'd ever bought before. We supplement our books a lot from the mid-York system. We get a lot of donations. It's not wrong to spend the 15 percent, but we don't have it and we have approached and received -- approached our local, village and town boards and received increases and Senator Donovan and Assemblyman Eannace, they have helped us right to the wall. We're open because of them but it's not really fair to them either, they have got me in their face all the time trying to save my library. It's time for an across the board save all the small libraries and all the other libraries that need help. ...."[82]

ASSEMBLYWOMAN JENKINS:

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[78]. Albany Hearing, pp. 225-226.

[79]. Ibid., p. 227.

[80]. Ibid., p. 227.

[81]. Ibid., pp. 227-228.

[82]. Albany Hearing, pp. 229-230.

"... You know, the public thinks of libraries and librarians like motherhood, you know, your mothers are always going to be there. So they're always going to be there. So mothers are underpaid for all the chores that they do and the librarians are underpaid, and they feel that they walk in the library and the book is going to be there and all of the material, they're going to wonder how much it costs, what happens to get it there. In New York City where they have the fiscal crisis in '77, first thing they talk about is closing the libraries and closing the Court order to circulation, which would mean the library, the communities in need, their libraries would be closed and some of us had to go to court to keep the libraries open, because the first time there's a cut, it's always the library."[83]

ANNETTE BASSETT, SUFFOLK COOPERATIVE LIBRARY SYSTEM:

"... There are three specific aspects of state funding for public library systems and their members which I would like very briefly to address.

"The first is the need to have system funding formula suggested annually rather than being on a two- or three-year cycle as is now the case. Many of the public libraries we serve are in communities which are experiencing rapid population growth. All are seeking to meet increasingly sophisticated informational needs of their patrons. These libraries turn annually to their local taxpayers for the funding increases necessary to provide high levels of service. We, on the other hand, must attempt to provide back up service to these growing libraries with continuity on what amounts to a fixed income. The result is a serious difficulty for systems in planning and budget and a restriction of our ability to respond to rapidly changing needs of our member libraries. ....

"Second ..., our member libraries would benefit greatly if appropriations for specific programs -- and I especially refer to the construction program -- were put on an annual basis. ...[T]he 1984 omnibus library bill contained a provision for matching funds for public library construction projects, funding which had for many years been available to the public schools. In that year, the sum of $3 million was appropriated for library construction. Of this sum, $186,000 came to 12 Suffolk libraries where it was matched by over $2 million in local funds. Though the state dollars were not large, the encouragement and the stimulus that they provided were great. ...

"However, for libraries with construction projects the following year, 1985, the appropriation was zero. In 1986, $2 million statewide resulted in $124,000 coming to aid Suffolk libraries. In 1987, the appropriation was, again, zero. In view of demonstrated library construction needs well in excess of $100 million statewide, we urge you to fund the public library construction at the $4 million level and to incorporate this as an ongoing annual program.

"My final point has to do with categorical versus general aid to public library systems. Thanks to the omnibus bills in 1984 and 1986, our state support has indeed risen in terms of actual dollars. However, an increasing percentage of that money has been targeted for specially mandated programs. General basic services have suffered as more money has been set aside for specific programs such as outreach, literacy and school public library cooperation. For example, at SCLS, we find ourselves in the position of being able to buy books for specially targeted groups such as new literates, a program funded by categorical aid but unable to afford the staff necessary to catalog and process the materials that we've just purchased. Thus, we are asking especially for your support of increases in basic operating funds so that core support services to local libraries can continue on a stable basis.

"**A LIBRARY SYSTEM BELONGS TO EVERYONE, YET IS OWNED BY NO ONE. ITS FUNDING MAY EASILY BE FORGOTTEN AS SOMEONE ELSE'S RESPONSIBILITY. TO THE PUBLIC LIBRARY SYSTEMS, THE LEGISLATURE IS THAT SOMEONE.** [emphasis added] ...."[84]

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[83]. Ibid., pp. 230-231.

[84]. Albany Hearing, pp. 232-236.

SUZANNE MERNA DOREN, DIRECTOR OF THE ONONDAGA FREE LIBRARY:

"... Much concern has been expressed about the quality of education and the problems of illiteracy in this state, yet the role of the public library in providing educational materials and programs has not received the attention or support that it merits. Studies have shown that exposure to books at a young age is important to success in school and that participation in summer reading programs can increase retention of skills over school vocations. Our libraries provide educational opportunities to everyone from the parent of the unborn child to the adult learner, from the nursery school teacher to the literacy tutor, from the enrolled student to the independent learner studying for the G.E.D., for U.S. citizenship or for an employment test.

"... We need to develop more programs to encourage more parents and children to share library materials together and to discover the joys of reading, learning and spending time together. ... We also need a youth services consultant in every public library system. Coordination and leadership are essential throughout the state for services not only for children but for teenagers and parents.

"As a public librarian serving children, I am dismayed at a pattern I see in my community at not filling library media specialist positions. As a public librarian, I need a librarian in the school to work with. We cooperate with school libraries, with academic libraries, ... [with] the law library, with all types of libraries, and if there's no professional in this school, I have no one there to work with. It always seems to be in the lower elementary grades where this occurs, perhaps because of a belief that the older students with more homework assignments and more research papers need the expertise of a professional librarian more than the younger student who was just learning to read. If we do not build a foundation of reading and library use in the early grades, we will not see many of these students in the middle school library, in the high school library, the public library or the college library. I ask you to support the bill to mandate a school library and media specialist in every school building as a full time position.

"... State funds for public libraries should be distributed in a way which ensures that the tax dollars the state invests will be used for direct services to our citizens on an equal basis. The current distribution formulas have not enabled our smaller and medium sized libraries to keep up with the cost of providing library services. Local library incentive aid has rewarded libraries with the highest tax bases and the largest populations. It has increased the service gaps and opened hours, materials collections and personnel between member libraries in neighboring communities.

"My library has had drastic budget cuts as a result of your federal revenue sharing. We lost $5,000 in 1986 and $20,000 in 1987 because our town could not make up the entire amount that was eliminated. In 1988, they have been able to restore our funding to the 1985 level of $65,000 a year for service to a population of over 17,000. We would probably be another library that would be closed if it were not for our Assemblyman, Bill Bush, but we have not been able to restore the cuts in hours, the cuts in our materials budget or our children's librarians' position.

"In 1987, we received none of our system's local library incentive aid because of these cuts. In this case, the formula acted not as an incentive to local government but as an added blow to a library in financial trouble. In a large library, state aid may be a small percentage of the total budget, but in smaller libraries, it is an important component of the revenues we use to serve the public.

"The current formulas make budgeting for this aid an impossibility since we are not able to estimate what amount we will or will not receive until the check actually arrives or doesn't arrive. When a small or medium size library does manage to get an increase in local tax accord, the increase in state aid is usually very small or nonexistent because of the larger increases in local support which larger libraries receive.

"Direct per capita aid at a level sufficient to allow the state's small and medium size libraries to provide adequate services to their communities by meeting minimum standards is a means of assuring that some of the state's tax dollars spent on libraries reach every community. A base grant would provide even the smallest of libraries with the level of aid which they can plan on and budget for.

"I ask for your support for a fair form of distribution of aid to public libraries at a level which will aid smaller libraries to meet the minimum standards as contained in the Regents proposal for a base grant of $3,500 and per capita aid of 40 cents based on chartered service area.

"We need to address the problems of library staffing. High turnover librarians leaving the profession and the difficulty of recruiting librarians are a result of inadequate salaries and benefits. Many of our public library employees have no medical, no dental, no life insurance and no retirement benefits. They are public servants paid mainly through tax dollars from a combination of government sources. The increases in teacher salaries and benefits will make the problems more acute, particularly in the area of children services where there is already a shortage of librarians. We need to attract new recruits to serve in our state's public libraries and we need to fairly compensate those who are currently working.

"... In conclusion, I ask you to remember the role of all of our libraries in education, in literacy and in providing the free access to information to every citizen on an equal basis, which is essential in a democracy. I ask you not to forget our small and medium size public libraries which are run by and for the citizens of New York State. ..."[85]

BARBARA MEANS, DIRECTOR OF THE OTSEGO-NORTHERN CATSKILL BOCES SCHOOL LIBRARY SYSTEM, STAMFORD, NEW YORK:

"... [Y]ou did ask what were the benefits of the school library system. I asked my patrons and some of them wrote me during that snowstorm last week, they wrote me some answers and I'd just like to read little excerpts and then I'll be finished.

"A school psychologist 'received computer searches and up-to-date information regarding child suicide and Ritalin'.

"A fifth grader says 'it's nice to know I can find other books about The Great Brain by John D. Fitzgerald. Keep sending more microfiche'.

"A gifted and talented teacher: 'For the imagination celebration, I was able to use the microfiche catalog and borrow 17 books from 11 other schools'.

"A fifth grader discovered one of the classics and wrote 'I heard about a book in social studies class and got it through the ComCat. It's name was Uncle Tom's Cabin'.

"A student, 'I did a 7th grade project on prairie dogs: 'Our school didn't have enough books to help me. By getting magazine articles and books from you', speaking of me, 'I did a good job on the project'.

"A librarian wrote: 'Our school library system helps teachers. A teacher used Newsbank Newspaper Reference service to order copies of articles of newspapers across the country enabling students to see for themselves how points of views change with the location of the newspaper'.

"Our school library system helps students. It gives them power. A student who -- quote -- 'feels stuck in Schenevus' feels differently when he can access the library of the University of Pennsylvania through our school library interlibrary loan procedures. He will never again experience a dead end in his search for information.

"And last, a junior in a small high school wrote for my main project in English II: 'I chose S.E. Hinton but my English teacher discouraged me by saying our library probably wouldn't have enough sources available on such a young author. I was determined to find enough sources. I only found two but my school librarian suggested using the school networking system of lending. By using the Union List of Serials, within one week I had five articles. By using the microfiche catalog, I could borrow the book Rumble Fish, as our library didn't have it. When librarians from neighboring schools received my requests, they graciously made copies from their books. I had more than enough sources, which amazed my English teacher. By the way, I received an A-plus on my reports, thanks to the school library system."[86]

LINDA BRETZ, DIRECTOR OF THE ROCHESTER PUBLIC LIBRARY AND MONROE COUNTY LIBRARY SYSTEM:

"... In the matter of local public library aid, I have no doubt that a certain queasiness rips the stomach of many legislators and especially the legislative leadership at the thought of providing significant amounts of direct aid to local public libraries and what an idea. Here's a whole new group come to hack away at the chains of the state's coffers. Let them get their hands inside and they will carry away bags full of the precious doubloons so tenderly gathered into the state treasury to finance truly worthy programs that are in the public interest, programs that contribute directly to the health of the state's economy and the education and welfare of its people.

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[85] . Albany Hearing, pp. 236-244.

[86] . Albany Hearing, pp. 244-247.

"These reservations are understandable, but I have to question why our state's leaders -- and I include there the Governor of our great state -- are so reluctant to acknowledge that public libraries fit that description as completely as any institution I could name and that good pubic library service far from being an optional local nicety is an outright necessity in a state and a society as complex and rapidly changing as ours. I wish there were some way to flash into your minds pictures of the thousands of people who seek assistance in my library ....

"...[W]e do all we can to serve them for we are the community's only one-stop shopping information agency. Yet we cannot satisfy the demand or the need despite the fact that we have a fiercely dedicated staff who help the library deliver more bang for the tax buck than any other public service.

"Our staff and collections are too small. Our central phone lines are saturated for example at this point. Our central library building and several of our branches are cramped, antiquated relics, and when we speak of library construction needs, the $4 million statewide won't even make a dent in the $20 million it will cost us to have even a reasonable expansion program for our central library. Our service hours schedules are too short. In Rochester we have no weekend service in the summer, no Sunday or Saturday service in either our central or our branch libraries.

"Local government is not to blame. Our city and county do the best they can for us. The same is true for many public libraries which are even in worse shape than we are. The point is that the adequacy of public library service cannot and should not be determined solely by what a local tax base can support. Certainly local efforts should be maintained and if there is a need to strengthen bill language calling for it, you'll get no argument from me, but please do all you can to convince your colleagues that the time has come to recognize the importance of our public libraries in the overall framework of the state's educational system to provide substantial and really needed support to the formal educational system, while leaving public library support to local initiative alone is a great way to guarantee that my institution and many like it will not merely stagnate, we will decline as we find ourselves increasingly unable to pay the higher price of attracting and retaining the competent, dedicated staff upon which our services depend.

"... I understand also that the notion is abroad that support of public libraries will somehow threaten or make redundant our public library systems. Well, now I can ... say categorically that that's nonsense. Our experience in Monroe County is that our urban and suburban communities develop and as our small libraries grow larger and encounter more sophisticated demands, the pressure on the system to provide higher levels and more kinds of coordinated and support services grows right along with them. The cost we are incurring for automation, centralized technical services, database maintenance, delivery service, collection development assistance, duplicating and promotional services, interlibrary loan operations, networking mechanisms and the number of requests we are receiving from our member libraries for service program and building planning advice, policy development assistance and training programs are going straight out of sight. In fact, any one of our member librarians could speak at length about the deterioration of some of our traditional service systems and our lack of capacity to respond to new needs. We have an absolute legendary cataloging backlog.

Has the increase in aid to local school districts decreased the need for BOCES programs? Not in our neck of the woods. It's the same with public library systems. ... We're faced with a deficit budget this year that will require some cutbacks if aid is not forthcoming and there's nothing new in our budget. It's hold the line. Next year we'll have the crisis if we don't have enough to make up for this year's shortfall and to cover the inevitable cost increases ...."[87]

"... We're already feeling tremendous pressure from the schools. As the schools begin to expand programs and have special programs, even though they may increase the resources of their libraries, it is the outside resources that they begin to turn to in an escalating kind of manner because it is an attempt to break beyond the classroom and to move the whole business of education into a large context. That means the pressure comes on us as well."[88]

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[87]. Albany Hearing, pp. 248-255.

KATE STORM, LIBRARIAN FOR THE NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES:

"... In New York State, we, who serve as librarians for individual state agencies, have banded together in an informal organization which we have named NYSIIG, short for the New York State Interagency Information Group.

"NYSIIG is now in its 12th year. At its monthly meetings, it serves as a forum where agency librarians can share ways of dealing with problems, air mutual concerns, learn about new products and technologies and set up loose networks or tap into existing networks for sharing books and other information resources.

"... At the present time, I want to emphasize that state agency librarians who reinforce and support the research of individual state agencies require access to the large automated information sharing networks in order to adequately meet the needs of state government.

"I am an example of a typical state agency librarian. My library occupies one room and my book collection is restricted to the standard works in my agency's subject disciplines, in this case, law and criminal justice. Staff members often ask me for copies of books or copies of articles from periodicals which my library does not own. With the telephone, personal computer and modem and existing interlibrary loans systems, I'm able to locate the materials that my library does not own from locations if not in Albany, elsewhere in New York State or from somewhere else in the country. Through the OGS courier system and the interlibrary loan systems, I can retrieve needed information usually in a matter of a few days.

"The ability to locate and retrieve materials in such a fashion was unheard of only a few years ago, and I realize that information retrieval has come a long way. However, I daily encounter researchers who need information now. The technology exists to allow speedy retrieval of needed books and other materials. But not every library has the resources to adopt new technologies to enhance service and improve operations. The problems I encounter in borrowing materials needed by my agency's staff from other libraries arise from the lack of adequate staffing at the lending institutions and from inadequate funding for that sending or transmitting that resource to me. ...

"... State agency libraries are electronic outposts in the vast information sharing of New York State. Your support of a library system in its entirety, the interlibrary delivery subsidy, coordinated collection development, the regional database program, the reference and research library systems and most of all, the state library, allows us state governments first line of information retrieval to serve effectively.

"I sincerely hope in the years to come, you will be hearing about NYSIIG and its possible innovative contributions and will come to agree that state agency libraries comprise a network every bit as important as those of other types of libraries...."[89]

MILDRED LOWE, TRUSTEE OF THE WOODSTOCK LIBRARY IN THE MID-HUDSON LIBRARY SYSTEM:

"... When I joined the profession, there was a tremendous emphasis in those days, lots of money coming from the federal government, the emphasis was on building collections and also on new libraries. I remember the opening day collection, we're going to open tomorrow, we've got an instant collection. We moved very slowly but are at the height of the time when we can realize now, not just the developing collections and their value but how to share them in the most equitable and most cost-effective way around the state, of course, around the country.

" ... [Y]ou heard Herb Biblo very eloquently describe the 3R's councils, the multi-type library system which comprises every single type of library and coordinates and was designed and established to coordinate regional cooperation. The irony here is that the very growth for which they were intended has put many of the 3R's councils in danger of being swamped, obviously by their own success. With increasing numbers of membership and with increasing demands by legislation, it's a catch-22 situation. The 3R's councils have to make do and provide additional services to additional memberships, school systems, public library systems, what have you, with funding which at the moment has no per member formula factor and, therefore, no mechanism to drive money to meet the cost generated by new members and new services. In addition, the councils are administering such programs as the hospital services program, the regional automation program and coordinated collection development. Okay. Now, we have an agency to handle coordinating those activities.

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[88]. Albany Hearing, p. 255.

[89]. Albany Hearing, pp. 256-260.

"Second, we have in place available automation and technology which could, if fully exploited, help us realize the goal of complete and convenient access to the state's wealth of resources.

"We have just barely begun to exploit the available technology. We urge, therefore, support of increases in the regional bibliographic databases and interlibrary resources sharing programs.

"... the third problem is delivery .... We're all frustrated when we're in the library, we're told to wait several hours. So imagine the frustration of waiting days, especially in a climate of rising expectations and a generation growing up to expect instant gratification. It's a generation cutting its teeth and wearing out its thumbs on Nintendo and we ask them to wait a week. So resource sharing will be ineffective unless materials are moved ....

"The third, now that we have those collections and we're moving them as if they're falling apart and I don't know whether it's clearly understood, although there's national attention finally being paid to the quality of the materials, I don't mean the content quality but their physical quality and that is that since the middle of the 19th century, so much of the paper we've used has high acid content or wood pulp content and therefore destined, fated to turn to dust unless we do something about it. So that attention is finally being focused not only on the major research libraries but on small libraries and historic collections. So we need support for those kinds of efforts, support certainly for collection development because the credibility of resource sharing depends on the continued strength of collections and, therefore, we urge support of every type of library and in particular, extending coordinated collection development aid to museums and other nonprofit institutions. We also ask for psychiatric and developmental center professional libraries to be brought into the hospital library services program. So obviously success engenders success and more problems.

"Finally, none of this can be achieved without sufficiently educated personnel. We've heard talk about scholarships here today. The evidence, of course, is growing about shortages across the country. It is imperative, therefore, to provide scholarship aid to recruit a new generation. It's not sufficient to preach to the converted who are already thinking of library schools and providing them with aid but to get a new generation interested in librarianship.

"The best way I can summarize is to note recent dramatic increases in reference and computer requests at the Mid-Hudson region in trying to analyze what the reasons were and in a discussion recently, it was recognized that the lines are blurry between rural and urban communities and that users are much more sophisticated, accustomed to rapid information transfer in their other lives, professional, commercial and entertainment. ... I don't know whether you noted just the other day but our Governor, there was a front page article before that the Governor who has himself a personal librarian and a salary, I think, of $57,000 who sticks at his side to pump him with information he needs. So he recognizes our value.

"Information ... they're not only vital to the quality of life but also to the economy of the state. Decent information services are instrumental in attracting corporations and individuals and keeping them here. Therefore, support for the resources sharing agencies and activities will meet these needs in the most cost-effective and efficient way possible. ..."[90]

MARIAN HARWICK, PUBLIC SCHOOL TEACHER IN THE CITY OF ALBANY:

"... Today I wish to speak to you ... as a consumer of medical information and the mindset I'd like to give you before my brief testimony is a line from my last paragraph which says that the acquiring of medical information by the patient and his family should not be a subversive activity.

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[90] Albany Hearing, pp. 261-267.

"Last year at about this time I was a patient at Albany Medical Center Hospital. I had developed a debilitating neurological condition. I had never heard of Guillain-Barre, and my first task was to learn to spell and to pronounce it. My condition went from bad to worse. I was on a respirator for a week and lost all control of my body. I underwent several plasmapheresis treatments (a plasma exchange) which resulted in improvement, but then in a week I lost what function I had gained. My physician said the research simply did not support a resumption of the plasmapheresis treatments.

"My husband and I desperately needed information, preferably original sources, unprocessed by nurses, therapists or patronizing physicians. Fortunately for us, Albany is a teaching hospital. I had established a working relationship with the resident in neurology and I had friends in the library.

"We learned a lot about Guillain-barre in the library. ... Research not only did support plasmapheresis but clearly indicated it was a treatment of choice in cases of relapse such as mine, contrary to the advice that I had received from my physician. ...

"My hospital stay was four months. I was a regular library user. I referred other people to this marvelous resource and they were told that the library did not have the resource to handle such inquiries.

"Patients and their families desperately need information at the time and preferably at the location of their medical crisis. I won't pretend that we grasped everything we read, but it is certainly true the more you read, the more you're able to understand and the better you can advocate for your family member or for yourself.

"I saved my medical plan hundreds of dollars in unneeded tests because I was able to ask two questions. One, will this test lead to information which may alter or clarify the diagnosis, and two, will the results of this test change my treatment? If the answer to both questions is no, why do the test?

"... The well-informed patient can influence his treatment and this, in turn, may lower medical costs.

"Let me share with you a second personal experience which speaks to the need for expansion of library services.

"My daughter has epilepsy (seizure disorder). Nine years ago, she was heavily sedated by anti-convulsant medication and her seizures were not controlled. When I asked our neurologist for a referral for a second opinion, he flippantly responded, 'Why don't you try Lourdes?' The anger generated by that comment led me to our local medical college library. ...

"I was able to locate a physician recognized as a world-wide leader in epilepsy treatment. My daughter and I went, not to Lourdes, but to North Carolina where her treatment was radically changed and she has had nine good years since.

"Incidentally, the last step in comprehensive management of epilepsy at Bowman-Gray School of Medicine in Winston-Salem, North Carolina is a library program of information tailored to the needs of the patient and his or her family.

"...We are living in an age of informed consent by an educated consumer. Many physicians are either unwilling or unable to provide even the most rudimentary education for their patients, the essential prerequisite for informed consent. There is a great need for access to medical information for the consumer, the patient, and his or her family. Hospital and other health sciences libraries are presently not funded to support service to patients and their families.

"We were lucky. We knew people in the library system and I was assertive enough to see that I got the information I needed. Even with that, it took four years of medical mismanagement before I realized that I, and not my physician, was the primary overseer of my daughter's health. The acquiring of medical information by the patient and his family should not be a subversive activity. Publicly supported direct access to information is essential as is the guidance of trained, health sciences-oriented librarians. Existing avenues of access are simply inadequate. ..."[91]

WILLIAM MYRICK, CITY UNIVERSITY OF NEW YORK:

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[91] Albany Hearing, pp. 268-275.

"... The proposed library legislation includes increased funding for several programs of special importance to academic libraries, including the Regional Bibliographic Databases and Interlibrary Resource Sharing Programs and the Coordinated Collection Development Aid Program as well as increased support for the Reference and Research Library Resources Systems, which are the library systems ... to which the academic libraries of the state belong.

"Since its passage in 1984, the Regional Bibliographic Databases Program has allowed the City University libraries themselves to add over 300,000 titles to its combined database and the coordinated Collection Development Aid Program has so far provided CUNY an additional $1.9 million to purchase titles for its library collection.

"METRO, our local reference and research library system, administers these programs and provides delivery within the region, other support services and continuing education for librarians. An increase in that funding for these three resource-sharing programs will provide expanded access to CUNY collections to all state residents as well as to provide improved access for CUNY students and faculty to materials in other libraries.

"... Recognizing the need for conservation and preservation of these library materials, the New York State Legislature ... enacted legislation in 1984 to provide the state funds to establish a conservation/preservation program within the New York State Library. Through this program, allocations have so far been awarded to 118 institutions throughout the state. Nevertheless, the preservation program's current level of funding means that more than half the applications received cannot be funded. So that we will not lose research materials important to the people of New York State, I support the proposed increase in state aid funds to enhance this preservation programs.

"... This bill [the 1988 Documentary Heritage Bill] provides long awaited and much needed avenue by which the ... university can enhance the role of our Archives as repositories of materials which mirror the daily life of our complex institution. Further, this legislation will provide the resources needed to assist our Archives in organizing these items into an invaluable legacy which we will leave to the future generations.

"The provisions of the Heritage Bill are totally in keeping with the University Archives' mission to preserve the past so that we may better understand and assess our present and future place in the history of education. ..."[92]

SUSAN FORMAN, ASSOCIATE PROFESSOR OF MATHEMATICS AT BRONX COMMUNITY COLLEGE IN THE CITY UNIVERSITY OF NEW YORK:

"... I would like to speak to two issues of critical importance in the area of library legislation, to support proposed increases in annual state aid to libraries and to express my concern over the lack of support to continue two positions originally funded through grants from the National Endowment for Humanities and the Mellon Foundation.

"Bronx Community College, one of seven two-year colleges in the City University of New York, is located in the election district with the lowest per capita income in the country. The great majority of Bronx Community College students are from disadvantaged homes and neighborhoods and they grew up without access to decent libraries. In fact, many of the public schools in the borough do not house library collections. These students enter college at great academic disadvantage, not only in terms of the basic skills they possess but also in terms of their understanding of how to make best use of the resources to which they are exposed.

"For these reasons, it is critical to provide students at Bronx Community College with the best available tools to guarantee their success in college and to help them to change their own lifestyles and those of generations that will follow them. Enhancement of library collections and provision of support services such as reference librarians who can assist students in discovering the world of books and the knowledge that can be gained from effective use of the library and its resources are essential components in this effort. These steps require financial support which would be provided through the proposed legislation that would increase annual state aid to libraries.

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[92]. Albany Hearing, pp. 275-279.

"The second issue ... has to do with the state's continued funding for two positions currently supported through external grants. Two years ago, I took a leave of absence from my teaching responsibilities at the college to work as a program officer at the Fund for the Improvement of Postsecondary Education in the Office of Postsecondary Education of the United States Department of Education. During that year, I learned a great deal about federally funded projects and how funding decisions are made. One criterion often used in these decisions is an institution's track record on previously funded projects. Evaluation of commitment and outcomes may include examining how an institution followed through on plans for continuing a particular project or activity beyond the actual funding period.

"It has come to my attention that two staff positions created through the use of funds from grants by the National Endowment for Humanities and the Mellon Foundation to implement an important program for conservation and preservation of deteriorating library materials will be terminated in February 1989 unless legislators act now. The result of this cessation of activities performed by individuals in the two positions will be that the work that has been begun will come to a close. In addition, doubt could be cast on the ability of the Library Development Division of the State Education Department to follow through on commitments made while seeking funding from external agencies. I strongly urge that you support the two positions by adding $25,000, the money required, to the Library Development Division Budget."[93]

DANIEL CASEY OF SYRACUSE, REPRESENTING THE NEW YORK STATE ASSOCIATION OF LIBRARY BOARDS. [NYSALB]:

" ... NYSALB participates in this forum with a deep sense of appreciation because its members -- the library boards across New York State -- are responsible for the delivery of public library service in their chartered areas.

"Our member boards are composed of volunteers who set policies intended to achieve the highest possible level of library service in their communities. But that goal requires money to achieve. ...

" ... The people of New York should be thankful that their Legislature and Governor appropriated more than $70 million in 1987-88 for a variety of library services.

"... We look to you and your respective committees to be certain that a library component is clearly spelled out in all legislation, funding and initiatives being undertaken in response to many problems besetting schools around New York State.

"Remember, in every community where there's a public school, there's also a public library.

"Harness that powerful team for the intellectual enrichment of every child in New York State.

"Contained in the ...[funding bills] ... is a request for $4 million of renovation and construction of public library buildings. Please make this a statutory annualized grant. This step is urgent in order that library trustees can apply and use the state aid in a productive manner.

"As you know, they must secure architectural drawings, local sites and local matching funds. If the trustees know that they can apply for state money each year, they can make long-range plans in an intelligent manner.

"The construction program is fulfilling a vital need and should be established at not less than $4 million on an annualized basis.

"In addition to financing their libraries, trustees have an interest in other library-related needs and projects.

"For example, the admission of more library staff into the New York State Employees Retirement system, movement of librarians from the classified section of Civil Service, a New York State Conference on Library and Information Services, special library districts and realistic funding and staffing for the New York State Library.

"... As you know, we are advocating the state assist the education of more librarians. We desperately need them around the state and in a suburban newspaper last week, there is a banner headline, 'full time librarians return to elementary schools'. That shows the urgent needs in each of these communities by giving banner headlines, but in reading the first paragraph, 'difficulty develops, full time librarians have been restored to each of the district's elementary school by unanimous vote of the board of education at Monday nights meeting. However, a shortage of qualified candidates for the positions may result in a delay of several months before the new staff is actually in place.'

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[93] Albany Hearing, pp. 279-283.

"So this is an experience in Baldwinsville, a suburb of Syracuse, shows there is a demand in the communities for more library service, but there's a shortage of professional librarians to present that service.

"...In presenting the needs of libraries, we're not selfish. We are thinking of the tiny tots that need service, the elderly citizens who wish to come to the library for recreational purposes, the adult who wants to improve his or her career opportunities. The back-up resource for our school libraries--remember, school libraries close at 3:00 o'clock in the afternoon, they're not open Saturday and Sunday, where are those youngsters going to obtain library services. It's in our public library, and that's where we need our services, we need funds to buy the necessary reference books and the other materials they need...."[94]

DONALD CLOUDSLEY, DIRECTOR OF THE BUFFALO AND ERIE COUNTY PUBLIC LIBRARY:

"... More than a decade has passed since we received the first warning in late 1975 that all was not well in the Erie County financial front. During the intervening years, we have lost heavy industry, the area has at times had one of the highest unemployment rates, if not the highest in the state, and the county has lost population. Now, as officials attempt to attract new industry for western New York, the need for information accelerates. Database searching, which is expensive, is required on a daily basis. Library technology has become more sophisticated as more and more services become automated. Pieces of equipment which cost 5, 10, $15,000 or more each, and are absolutely necessary for prompt and accurate service, are not purchased for lack of funds. In Erie County, in addition to the central library in downtown Buffalo, there are 52 other libraries which are part of the system. All 52 libraries are performing most informational searches manually because we have been unable to convert to automated processes for lack of funding. If ever, now is the time for mass infusion of state aid to public libraries, including increased financial assistance for automation.

"Book collections in many libraries throughout the state are too small, not enough new books can be purchased, replacements are disregarded entirely in some libraries and often buildings are too small or in disrepair. While there are those who believe that public libraries should be a local issue, with so many mandates imposed upon local budgets by the state, it is high time the state legislature increased state aid to libraries significantly.

"There are many good things about the Buffalo and Erie County Public Library System, but it becomes increasingly difficult to serve the public even just adequately, not only because of poor local support but also because of a lack of sufficient state aid. We try to raise funds privately but public libraries are the responsibility of government at all levels. the information explosion is real and to serve citizens properly, state government must increase its aid to public libraries.

"We continue to maintain a large library in downtown Buffalo, 15 city branches, 37 libraries throughout the city limits-- or outside the city limits, two bookmobiles, a fine library in the County Home and Infirmary and two new and expanded libraries in the Erie County Holding Center and the Erie County Correctional Facility. We maintain the RAM van which serves preschool children primarily and a small van known as the Lookie Bookie that serves the elderly in retirement homes. We were awarded a grant of a quarter million dollars from a private trust which we have used to open a lifelong learning center. Previously we could not do it because of the funding problem. Now, we can serve those looking for a second career, others who wish to change careers, students, people who recently joined the ranks of the unemployed, those who were underemployed, individuals who are unable to read and literacy tutors.

"Business and labor, one of our busiest departments, serves lawyers, bankers, businessmen, students and continues to hold workshops and seminars of various kinds for the benefit of the public. Nevertheless, the state aid we have received to help us in this endeavor has remained constant since its inception several years ago. We are asking that at long last the continuity of service grant be increased.

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[94]. Albany Hearing, pp. 283-289.

"Our science department serves a large clientele and performs database searching all day long for various types of information. This consumes hours of staff time each day as do patent searches. We've had to drop hundreds of periodical titles in our science department due to the expense, and many of these are a distinct loss to the community.

"Our music department is second to none. We have one of the largest sheet music collections among public libraries in the nation. Our NBC Symphony Toscanini collection is extremely valuable and serves the Buffalo Philharmonic as well as others in the community.

"Our rare book room contains the original Huckleberry Finn manuscript and recently, through the good graces of private donors, we were able to obtain at auction in Los Angeles, a valuable letter written by Mark Twain which is germane to the manuscript, but I won't tell anybody where it is. Our rare book room contains thousands of other valuable books, papers and documents and is consulted by people throughout the world.

"... The valuable services our library system offers are all performed with dollars that must stretch too far. We are constantly asked to increase services through we have dropped from a staff of 576 to 405. We have libraries without trained people and book collections that are far too small. Please give us some meaningful help.

"Presently, a statewide committee is revising public library standards. In its draft proposal, the committee has recommended 15 percent of the public library's operating budget be spent for books and library materials. Ideally that figure probably should be closer to 20 percent, but while I commend even the smaller percentage, there are many libraries in the state, including our library, which will have difficulty meeting that standard. Presently we can devote only 11 percent of our library budget to books and library materials even though we have a million and three-quarters dollars for books for this year. While the goal of 15 percent is laudable, many libraries around the state will need tremendous help from the state legislature in order to reach it. A library budget which allocates 20 percent for books and library materials is probably unrealistic in New York State at this time for most of us but 15 percent should be a requirement and should be attainable. Books are a staple, but book budgets are suffering.

"$4 million for library construction ... is really only a token amount when you consider it has been estimated that nearly $95 million is needed for building renovation, alteration, rehabilitation and replacement. Nevertheless, it is a vital necessity. State construction funds have been available to public libraries only twice in recent years, 1984 and '86. Each time these funds have had a significant impact on our ability to upgrade and improve libraries in Erie County. In 1984, New York State construction funds provided incentive to Gowanda and Cheektowaga libraries to undertake rehabilitation projects which made their buildings more accessible, more energy efficient and more comfortable for patrons. The Elma Public Library constructed a substantial addition to its facility with help of these funds. Especially important was the $112,649 grant to the City of Buffalo for our new Riverside branch library, a beautiful new facility that replaced a cluttered, dingy storefront library that was totally inadequate to meet the needs of the Riverside community. Since the construction of that new building, materials circulation, programming and other indicators of library activity have increased by 26 percent. ...

"In 1986, we received better than $105,000 in the state construction funds which were used to improve energy conservation in the Lancaster Public Library, install a wheelchair lift for the Denio Memorial Library in Akron, partially provide new additions for the Boston and Gowanda libraries and was used for smaller projects in Collins, Cheektowaga and Angola. The funds have made our buildings safer, more accessible to the handicapped and more functional.

"What an incentive these funds have been to local government to upgrade and improve their library buildings and what a boon to trustees and librarians in Erie County across the state. An opportunity was provided to improve the inadequate, inaccessible, depressing quarters that sometimes house our public libraries.

"The communities of western New York take great pride in their public libraries, but during the ten-year period prior to the state construction funding, there was little evidence of the kind of capital commitment that is necessary to keep public facilities in excellent condition. Now with the incentive of state funds, municipalities are demonstrating their willingness to support capital projects both for public and association libraries. For example, the addition to the Boston Free Library, an association library received $8500 in the Town of Boston as a result of state aid. Moreover, funds were also received from the Lions Club, Chamber of Commerce, local businesses and individual residents, a true community effort. This kind of cooperative initiative is encouraged by the availability of state funds for construction.

"In Erie County, we have no lack of projects waiting for additional state construction money. New buildings are on the drawing board right now in Cheektowaga, Eden and Grand Island and there are a number of smaller projects involving renovation and energy conservation that will be possible if state funding be secured.

"... An increase in formula funding which is unrestricted is of paramount importance, and I suspect that this ranks at the top of the list of the requirements of each of the state's 22 public library system directors. Formula funding can often be applied where it is needed and while grants for the special programs such as literacy, outreach and construction are vital, library systems are in most need of meat and potatoes for their operating budgets.

"Until the state provides for at least 20 percent of the library's operating budget, public library service of this state will remain inadequate. In Erie County, the percentage of our budget which has been supplied through state aid has averaged about 12 percent in several years and this apparently is true throughout the state.

"At the present time, libraries across the state receive $70 million in state aid. Of that, less than $54 million is directed to public libraries. Aid to schools is now $7.25 million, I believe. While libraries have no quarrel with financial aid to schools, we certainly do question the fact that such a small percentage of the education dollar goes toward libraries. Approximately a little better than 17 percent of the current state budget goes to the schools in the form of financial aid, while is slightly more than one-tenth of one percent go to public libraries. Public libraries are an integral part of the educational system for children and students as well as adults who are continuing their education beyond their formal school years. As the Buffalo News stated in a recent editorial, 'Good public libraries are vital to good education.'"[95]

DR. HELEN F. FLOWERS:

"... My purpose in coming before you today is to enlist your support for funding for the New York State Conference of Library and Information Services. In mid-December, the U.S. Senate passed ... by unanimous consent Senate Joint Resolution 26, which authorizes and requests the President to call a second White House Conference on Library Information Services some time between September 1st, 1989 and September 30th, 1991. The companion bill in the House of Representatives was passed by unanimous consent earlier in June. There's every reason to believe that the President will act favorably upon this request.

"In order to derive the greatest benefit from participation in the White House Conference, New York should develop well in advance the resolutions and the strategies for that participation and a pre-White House Conference is the way to go about making that preparation. A conference in New York State has wide appeal among all segments of the library information community....

"New York played a leading role in the 1979 White House Conference partly because of the advanced preparation that resulted from the excellent conference that took place in Albany in 1978. We anticipate New York again taking a lead among the states in the 1989 Conference. The themes advanced for the 1989 White House Conference are: Library and information services for productivity; library and information services for literacy; library and information services for democracy. ...

"... Among the benefits that flowed from the 1978 conference in New York State are: Further development of library systems, increased sharing of resources by interlibrary loan among the state's 7,000 libraries, the development of school library systems, the enactment of major library legislation in 1978, 1981, 1984 and 1986, that has enabled improved and increased library services across the state....

"In closing, I want you to know that the members of the New York Library Association, of which I'm the past president, are extremely enthusiastic about the possibility of a New York State pre-White House Conference and that we're willing to commit ourselves and our resources to help plan, prepare and implement such a conference. It's time for us in New York State to assess again what we need to do in this state to continue to improve and expand library services and to begin preparation for our ... participation in the White House Conference...." [96]

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[95]. Albany Report, pp. 291-303.

PAUL SANKER FROM THE MID-HUDSON LIBRARY SYSTEM:

"... I want to say on behalf of all libraries and library systems in New York State, I thank you for your past support. ...

"Now, in a way I feel as if I'm preaching to the choir here or at least to the principal soloists because you have supported and sponsored library legislation in the past, but we're asking more from you this year, not only in terms of dollars and co-sponsorship of this bill, but we're asking you to bring your influence to bear on the leadership of both houses as well as the executive.

"Last year we were very optimistic about passage of an adequate funding bill. As I and some of my colleagues understood it, there was a snag, a stalemate when it came to a final agreement and vote. I feel that the leadership could have avoided this stalemate which led to no increase in library funding.

"So, I'm appealing not only for your support but asking you to carry a strong message of expectation from the library community to the leadership in the legislature as well as the executive.

"In response to the question in your invitation, how might state funding be better utilized to serve library patrons and the needs of libraries in the state of New York, I answer: with adequate annual funding for library operations, programs and resources, with adequate funding for the rehabilitation, expansion and construction of facilities.

"In the Mid-Hudson system alone, the need for construction and reconstruction is over $10 million. With an adequate amount for the development, expansion and maintenance of an already established automation network.

"Our publics are placing increasing demands on systems and libraries for faster service, on line catalog information, video products, computers, instruction and software as well as our fundamental products and services.

"We must be more responsive to meet the increasing demands for delivery of our services. To do so, we also need help from our great State Library. Every year, we ask you to be aware of their needs and to respond and we do it again.

"Our systems and libraries, as with any professional organizations, must be able to depend on adequate annual funding and not operate at a ... deficit as many of us are doing. ... One of the board presidents in our system said publicly, 'We cannot operate a library well without knowing what our budget will be.'...

"... When somebody mentioned something earlier about the defection or the transfer of public librarians to schools, we found in our system one of the reasons and a couple of cases, at least, have been not only a salary, a case of salaries but fringe benefits and retirement benefits, so that's another issue we have to face."[98]

CHARLOTTE WILCOXEN:

"Few persons in this room I believe are more concerned than I am for the present and future of the New York State Library, since few of you here I would guess have used the library as long as I have.

"Beginning in the late 1930s and continuing to the present, this library has been the resource on which I have relied most heavily for information for a variety of research projects. I might say that I am research associate at the Albany Institute and have been for some years and I know that I not only speak for myself as a researcher but other researchers who I know over the state. The New York State Library has never failed to produce the needed data in all the years that I have used it.

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[96]. Albany Hearing, pp. 304-308.

[98]. Albany Report, pp. 308-313.

"In the 50 years just past, I have taught specialized classes in ceramics, published articles in magazines and also published two books which I might add I could not have written had it not been for the work being done in manuscript and special collections in translating the early Dutch manuscripts that we had no access to before this program was started. It's a very valuable service for the historical resources of this state. I have also lectured to historical societies in unnumbered quantities. This work would not have been possible had I not been able to draw upon resources of the state library. It is not only those of us living in the capital area either who have the use of this fine reference collection, one of the best in the country, but its resources are available to citizens all over the state. Through its extension services, dwellers on the most remote farms can get what information they need on almost any subject with a minimum exertion or expense.

"From the early years of Melville Dewey's time, until the present, this library has moved forward, always anticipating the needs of scholars, citizens and legislators of New York State, often before they themselves quite recognize those needs. When there occurred the rather formidable necessity of shifting the library's processes from those that had changed little since the European Renaissance to the arcane world of electronic technology, the director and staff did not drag their feet but immediately undertook what at the time was a difficult thing and a revolutionary advance. As a result, the library's processes were greatly facilitated and its resources made more available to all users and particularly to those with sight or other handicaps.

"Today, in Jerome Yavarkovsky, the library has a dynamic and forward-looking director who has given a great deal of attention to public relations. As for the library staff itself, I could talk for hours on that wonderful help that they have been. ...

"Now of all times when the enticing superficialities of television and other popular media are chipping away at the instinct for scholarship and solid learning among our children and young people, institutions such as the New York State Library are among the few defenses we have against this trend. For their own and their children's intellectual protection, the citizens of this state, through the leadership of their legislators, should support to the fullest this resource against intellectual and scholarly decay. I believe that you who have the power to do this will also have the wisdom to give your unqualified support to the library system."[99]

STANLEY RANSOM, DIRECTOR OF THE CLINTON-ESSEX-FRANKLIN LIBRARY SYSTEM:

"...We serve a rural population of 162,885 persons throughout the three counties which cover a land area of about 4500 square miles. We serve the needs of 29 member public libraries and also serve about 60,000 persons through two bookmobiles which make biweekly stops in 70 small communities.

"I appreciate the time which the subcommittee members are taking to hold these hearings. We in the library feel that they are extremely pleased and grateful that Senator Farley and Assemblywoman Jenkins have allowed us this opportunity to express our ideas and concerns.

"For the past 26 years, the Clinton-Essex-Franklin library system has been fighting a losing battle to stay within its budget and still continue the services needed by our residents. Our deficit last year was $22,000. Our deficit for 1988 will be approximately 133,000 of which 45,000 is due to a major increase in -- Empire Health Plan costs. This will wipe out our carryover funds, those funds which we need to carry us from January to June when we normally get our first payment of state aid. If no substantial aid in minimum public library systems support is forthcoming in 1988, the effects upon our library service will be disastrous. It will be necessary for us to consider such drastic measures as elimination of one or both of our bookmobiles, cutting cash grants and services to member libraries, curtailment of film and video purchases, reduction by 50 percent of our book budget and reduction in staff, of course, depending upon union negotiations. So, it would be disastrous for us.

"... As a member of the public library standards committee, I've met with many boards and trustees and attended hearings and committee meetings relating to the new standards. I believe these standards to be the basis for improving library services in public libraries throughout the state, but our libraries, especially our small rural libraries, would be hard pressed to meet these standards without ... additional direct state aid.

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[99] Albany Report, pp. 313-317.

"... We have a number of libraries that have benefitted from the public library construction grants and we have others waiting in the wings. I'll speak about one in a moment, but literacy is one of the most important programs .... We have had two libraries, Willsboro and the one in Malone, apply and receive grants for literacy. This has helped people in that area particularly. We have six libraries that have computer-assisted instruction for persons learning to read and these computer programs actually are very attractive to people who want to learn to read. Six libraries have them and there are six more waiting. We have about 15 of our 29 member libraries that we've given collections to for literacy, and they are having those, of course, for the benefits of the tutors and the students. So literacy is very important to us.

"... Our Akwesasne Library and Cultural Center on the St. Regis Mohawk reservation is a model public library. They really need help .... The Akwesasne Library has been helped with construction funds ....

"... We have eight state correctional facilities in our area and two or three more are either planned to be built or are in the process of being constructed. We have now --- therefore, we're serving 4,868 inmates and the needs of the inmates are considerable, both in terms of interlibrary loan but also educational as well as other types of general reading material.

"... Such a [rural health care] system would provide for consumer health information, workshops for libraries and local agency and institutions which provide information to the public on health care wellness and health problems. It's been demonstrated this is an important need in our area. We're especially concerned about AIDS in our area. Since from 50 to 75 percent of the inmates of our correctional facilities have the AIDS virus and since many of our residents work in the correctional facility, we found that we had an -- a workshop in January on AIDS in the work place and in the libraries and found that there was a tremendous amount of interest in this.

"Our rural health care information service has been supported through a number of different funds. We had the Library Service and Construction Act funds and for the past two years, it's been through the support of our Senator Ronald Stafford who put a member bill to keep us going that we've been able to continue it. It's run by a staff member of ours who is an R.N. and who also has been working with us on library materials and she puts out bibliographies on the materials, purchases library materials including videotapes on varieties of health care problems and these are distributed not only to our member public libraries and through the bookmobiles but also through the local county departments of health, the local -- all the local hospitals and the local nursing homes. Those places do not have consumer health information. They have medical information from the doctors and nurses, but they don't have the kinds of things that we're able to supply that would answer the general requests for ... specific information. We're assisted by an advisory committee which includes doctors and nurses and health care persons. We don't give medical information. We don't prescribe and we don't tell people what's wrong with them but we do let them have material which they can use.

"... Last January, our area of the state was -- well, for us it was inundated I would say by refugees from Central America, El Salvador and Nicaragua and Costa Rica and other places. These were not people with much money but they had managed to escape under a great deal of hardship from the countries that were persecuting them. They were headed for Canada where many of them were allowed to stay or had been allowed to stay because Canada at that time had a program where if you could be identified as being a person who was a refugee in your own country and needed to escape persecution, you would be admitted into Canada. In January 1987, they changed their policy which was that before you could enter, you had to have a hearing. Before you could have a hearing, you had to wait until your hearing date and where formerly they would let you go in Canada, this time they said no and stopped people at the border. So, we had virtual bus loads of people dressed as they were coming from Nicaragua and Costa Rica in the middle of January coming to the North Country and being stopped at the border and turned back to the nearest city, which is Plattsburgh. The whole town turned out.... My wife and I made casseroles as well as other people from other churches and other organizations, took them down to the local Salvation Army. We scoured all of our homes and took all our extra winter coats and clothes for children and for adults, brought them to the Salvation Army so these people would have some ... warmer clothes, but what could we do for their minds? They had nothing there that ... they could do, they were snowed in, they had a good orderly situation there, but there was nothing for them to do.

"So we -- we had plenty of books but our books were in English. We don't have a Spanish speaking population. So I used this state interlibrary loan telecommunication network, NY-Line and I sent out a plea to all of the public library systems in New York State and soon the books started coming, Mario Gonzales from the New York Public Library sent a couple of books in Spanish, the Upper Hudson Library Federation and Albany Public Library sent several cartons of children's books in Spanish. North Country library system and Onondaga library system all sent books. So we had cartons and cartons of books that finally came through in Spanish very quickly. We had our local people also gave children's programs, children's book talks, film programs and we managed to get some Spanish films, but we appreciated the real turnout and support that the libraries across the state gave to us and to the refugees who eventually were admitted into Canada but they and we will always remember the excellent help we got from the other libraries in this sharing of resources for the benefit of people who really needed it."[100]

ANN SIDWELL FROM THE OSWEGO COUNTY BOCES SCHOOL LIBRARY SYSTEM, AND REPRESENTING THE 46 SCHOOL LIBRARY SYSTEMS:

"... Together these systems serve and support the curricular needs of nearly two million of our state's school system.

"By working with these students and their teachers, librarians and administrators, school library systems help to create and to support instructional programs aimed at making the children of our state information-literate, that is, proficient procurers and users of information.

"Today you have heard from different ... testimony. Some of the benefits of school library systems, you actually heard certain books that were received for students and you've heard that -- whether you did or not that the superintendents have received database searches that would help them with their board reports, help them in their district housing or homework or whether to promote their students, giving them information to work with really quickly that they didn't have before and that the teachers throughout the state have been able to get help in implementing some of the new state mandated curriculums through interlibrary loan, through networking and that type of thing, and I think one of the big benefits to summarize this is the concept that a library is for students, for teachers, for administrators has changed. We now see that their single school library is not the library but only a part of an expanded source of resources for them. The limiting walls of the school library have been dissolved for our students and replaced by a network that makes available to them the resources of many libraries throughout the state and country, via interlibrary loan. ... That came about by the programs of school library systems, and one of the things I would like to state today is that ... one of our mandates was to build a database program and then to have means of sharing that with delivery and with all of that, which is what you heard the benefits from, and the other aspect of what our mandates are is to provide technological leadership to the school library media specialists and that's to help them to facilitate the information mission of the schools.

"...Some of these examples might be to have an automated circulation system, ... it is now filtering down into the schools, and all the benefits that go with that, on-line catalogs, so that students now can use a computer search to find something and if they have the automated circulation system, they have an on-line catalog, many of your second and third graders can now do all those finding of the books without going through all those hard skills of learning how to use the card catalog. The computer research will help them do this. CD ROM players which gives us encyclopedias, access up-to-date, gives us error searches, gives us all kinds of searching capabilities with our COM catalogs, but what we don't have is money to provide some of that technology to make this happen. Also the 4 through 12 library skills and information curriculum did support in their on-line searching especially on the senior high level to get information access to this information and, to do that, you have to have the technology and the money to support that....

"We're also required to provide a program for the continued professional development of the members of media specialists. We're the ones supposed to keep them up-to-date on the automation, ... on professional things that have happened since they graduated from library schools, provide continuing education for them, and to do that takes money and programming assistance. Again, we're just about breaking even at this point, and we're also mandated to get -- keep up a professional circulating collection for the librarians so that -- almost a cooperative collection development, so that they don't all have to buy books in print. They can't afford it; they can share that.

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[100]. Albany Report, pp. 318-331.

"Despite all these overwhelming benefits that the school library systems provide, we do -- we suffer from inconsistent and insufficient budgets. Lack of increased library support places most school library systems at risk in the sense of not being able to adequately provide these mandated services but really almost at a standstill where we don't even have a minimal operational budget. We are literally scrambling to provide these services and keep us going, especially what happens when you have a year like last year where we didn't get the funding. It magnifies each time the system has to play catch-up because of cutbacks the year before.

"...I'm sure you do not want to begin the decade of the child by inaugurating the year of the informationally impoverished child, and once again, I would like to express appreciation to Senator Farley and Assemblywoman Jenkins for their continued support of all libraries. We have respect for your task of having to keep all the needs of the different libraries in balance."[101]

DENISE GRAMINSKI, ON BEHALF OF THE NEW YORK LIBRARY ASSOCIATION:

"... First of all, we want to express our appreciation to the library subcommittees in both houses for your past efforts and strong support for libraries ....

"... Why are we seeking a 25 percent increase for ongoing programs? This increase is desperately needed to enable libraries and library systems to meet current deficits -- deficit budgets and allow their primary services to continue uninterrupted into 1989. We realize that a major library funding bill was passed in 1986 but we must note that much of that increase went towards the establishment of new programs and the resulting increase in operating funds for many ongoing programs, there's only about 10 percent. That amount barely enabled libraries to erase deficits from the previous year. If we look at the 25 percent increase we were seeking, we again must recognize that part of the increase must be utilized by libraries and systems to meet current deficit budgets and part of the increase will be used to meet inflation and operating costs in 1987, 1988 and most likely 1989 as well. This amounts to approximately an eight percent increase per year which is comparable to the rate of inflation libraries are experiencing for materials, salary and benefits, as well as related operational costs. Even this amount leaves little room for expansion of present services. ...

"You may ask why are we seeking a 35 percent increase for school library system funding. Most school library systems were formed as a result of the 1986 library omnibus bill. Their initial budgets provided them with barely enough funding to hire a coordinator and pay for operating overhead, let alone enough to carry out mandated programs such as retrospective conversion of member library holdings. These systems have proven their worth. Their component school library members are now beginning to utilize their services and, in fact, are beginning to seek new services. Our proposed increase will help school library systems grow and allow them to meet some of the new demands from their members.

"You've heard why NYLA is proposing a new direct aid program for public libraries. We recognize that public libraries of the state are a main component of the educational process. They're called upon to meet the needs of the patrons and also to participate fully in the public library system.

"Soon we expect the Regents to enact new minimum public library standards. Meeting these new standards will be difficult for many in the libraries without financial help from the state. Currently, the only program that directs funds to local libraries is the local library incentive aid program which provides an incentive for communities to increase their local support for their libraries. While this program has value, it does not address the simple fact that many communities are unable to adequately support their libraries. The direct aid program we are proposing is based on per capita payments which will allow all libraries in the state to receive on the same basis state aid to strengthen their programs. ....

"Susan Wood, Herb Biblo and others have cited examples why we're requesting a statewide delivery system. All library systems in the state provide for delivery of library materials to and from their member libraries; yet there's no efficient method for delivering these materials from one region to another. Subsequently, it may take one week or longer to get needed materials from a library in Rochester to one in New York City. We've been able to utilize automation to quickly locate materials but we're still relying on outmoded methods of getting that material from point A to point B.

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[101]. Albany Report, pp. 331-337.

"Our delivery proposal will provide funding to reference and research library systems to subsidize delivery of materials to libraries in other regions. In addition, it will allow libraries to utilize alternative methods of transmitting documents and data.

"Professor Eisenberg, Mr. Bennett, Mildred Lowe spoke about why we need the library scholarship program. We're already facing a severe shortage of trained school library media specialists, children's librarians and technical service librarians. As you know, this situation is expected to worsen in coming years as fewer and fewer individuals enter the profession and more and more librarians retire. This is similar to the crisis faced by the teaching profession. What we're proposing is a modest scholarship program that will be targeted toward minority and low income groups. Our proposal will not only attract students into the field of library science but will also provide a benefit to the ALA accredited library schools in our state.

"Why are we proposing major increases in library automation? Our automation program calls for increasing public library system automation grants to $100,000 each. In addition, we're proposing that school library systems for the first time be provided with modest grants to begin to bring the benefits of library automation to their members. Our proposed formulas for distributing regional automation grants take into consideration the size and geography of our state and ensure that each region will see an increase in the automation program. We see the public library and school library systems grants being utilized to bring the benefits of automation to their component members and we see the regional grants being utilized to provide linkages between the automation program of library systems in the region and also as a way of involving academic and special libraries in each region's automation plan. ....

"Why do we support library construction and literacy? Well, we've heard great lengths about that,.... The value of this program has been demonstrated by previous appropriations, by the Legislature in 1984 and 1986 as well. We believe that by annualizing this program, libraries will be able to better plan for future construction projects and will be able to prepare long range plans for raising the necessary local 50 percent matching funds.

"Previous funding for the library literacy program also demonstrated a need to provide permanent funding for such programs. We recognize that the literacy problem will not go away overnight and it will need a long-term commitment of state resources, but we can't afford to ignore it.

"These are the main components of our omnibus bill. ...

"There's several other issues that concern us that we hope your committee will deal with in the current session. These include seeking an increase in the school library materials appropriation from $2 per student to at least $5 with maintenance of effort language. We'd like to see changes in the Civil Service Law that will place professional librarians in an unclassified section of civil service. We'd like to see a bill passed that will allow all public library systems in the state to participate in the state retirement system. We seek passage of legislation that will allow school libraries to purchase books during contingency budgets. We see passage of legislation that will provide for school library media specialists in every elementary school in our state. We seek legislation that will allow for the creation of special library taxing districts statewide. This will enable the public to vote to tax themselves for library services and finally, we'll be seeking changes in the confidentiality of library record laws to ensure that all types of library records are protected.

"In closing, we'd like to enlist your assistance in helping to retain funding for the education and information centers which were left out of the Governor's budget. Centers specializing in career counseling services will have to close their doors unless the legislature restores funding to the budget.

"We'd also like to see sufficient support provided to the state library and the bureau of school library media programs. All of the library programs that we've talked about today, all of the programs that are funded by the legislature must be overseen by these agencies. We must all be concerned that they remain strong in order to provide accountability in the library aid programs.

"Specifically, we'd like you to help restore funding for two very specialized positions in the conservation and preservation program that will be eliminated under the Governor's budget. Retention of these two positions is essential to support monitoring the program that you've created over the past few years...."[102]

ELLEN PARRAVANO, DIRECTOR OF THE SOUTHEASTERN NEW YORK LIBRARY RESOURCES COUNCIL:

"... I have come to the hearing today to speak on behalf of the 85 member libraries and library systems which comprise Southeastern New York Library Resources Council. My comments will concentrate on the funding needs of libraries as they seek to fulfill the state's objectives of regional library cooperation among all types of libraries with specific emphasis on needs in library automation and document delivery. ...

"The mission of the nine reference and research library systems concentrates on the support of research needs of the users of all types of libraries in New York State. The library members of these councils range from very large academic libraries to the small specialized, technical or medical libraries to the individual libraries of public library systems and school library systems of the state. The emphasis of the 3R's councils since their establishment has been the enhancement of library services at the individual member libraries through additional reference support, encouragement of interlibrary sharing of materials and continuing education of the librarians who serve the diverse needs of the citizens of New York. Throughout the past 20 years, this service has relied heavily upon the largest library collections in each of the regions since the specialized holdings of each of the smaller libraries were largely unknown.

"In the 1980s, the New York Legislature instituted a program in regional automation planning which has allowed each of the libraries of the Southeastern region to participate in the conversion of library holdings records to automated format and to begin benefiting from the greatly enhanced access to library resources which only automation can make possible. The member libraries of Southeastern have in three very short years accumulated a database of nearly one million bibliographic records, and under this program, the conversion of records still continues throughout the region. These records have formed the basis for a regional library holdings catalog in microform which has been used daily in all member libraries of the region and has assisted scholars, students, researchers and public library users in locating library materials for their education and enjoyment. This program, highly successful and vitally necessary, has only just begun to address the important task of library automation. We ask for your support for a major increase in funding for this work which the legislature has had the foresight to initiate as part of its regional bibliographic databases and interlibrary resources sharing program.

"Along with the desired increases in interlibrary resource sharing which are facilitated by automation comes a desperate need in most areas of the state for improved delivery of library materials. Indeed the most inhibiting factor to effective library material sharing in a good part of the state is its beautiful geography. Much of New York State is rural with great distances to be covered between libraries. The southeastern region, for example, covers an eight-county area of almost ... 5,000 beautiful square miles, and it's not uncommon for library materials sent in response to interlibrary loan requests to arrive at the requesting user's library after their due dates. You've heard from Sue Wood earlier today about a very successful UPS subsidization program at her region. That's a program which our region as well would like to experiment with, but unfortunately the funds for regional delivery are very, very small when addressing an entire budget.

"... Delivery is a topic that has been studied over and over again in the public library system and in the 3R's council for the state and I think you got quite a bit of talent in terms of organizing delivery already. We urgently request that you make delivery subsidization a component that you come forward with this year.

"Finally, we urge your increased support for the established public and school library systems and for the 3R's councils that's chartered by the New York State Education Department. These systems form a powerful network for the support of libraries and I think that's been amply demonstrated today by the testimony that's been given here, and this is a network which serves news users of all ages and all levels bringing the high quality of services and developmental opportunities to libraries throughout the state. Increases in funding here will enable this work to continue and to grow to meet the growing needs of citizens throughout New York State. ..."[103]

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[102]. Albany Hearing, pp. 338-349.

ASSEMBLYWOMAN JENKINS:

"...I'd like to thank all the persons who came to testify, like to thank my colleagues and staff who have been with us all day, and the two lovely stenographers that we have. ... [T]he hearing is adjourned...."[104]

MS. CROUNSE:

On behalf of Senator Farley, I want to thank you all for attending and we do appreciate your testimony. It should be helpful to us."[105]

THE PROCEEDINGS WERE ADJOURNED AT 3:40 P.M.
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EXHIBIT TWO, PART 4:

ASSEMBLY SUBCOMMITTEE ON LIBRARIES
PUBLIC HEARING

"LIBRARIES IN THE 198O'S"

Port Washington, New York
March 3, 1988 10:00 a.m.

TRANSCRIPTION BY:

Donna M. Yahner
731 Hampton Avenue
Schenectady, New York 12309
(518) 372-1883
[hereinafter, sourced as Long Island Hearing]

APPEARANCES:

ASSEMBLYWOMAN CYNTHIA JENKINS, Chairwoman
Assembly Subcommittee on Libraries

ASSEMBLYMAN THOMAS DI NAPOLI, Member
Assembly Subcommittee on Libraries

ASSEMBLYMAN CHARLES J. O'SHEA

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[103] Albany Hearing, pp. 349-355.

[104] Albany Hearing, pp. 355.

[105] Albany Hearing, pp. 355-356.

WITNESSES:

Joseph Green, Director
Nassau Library System

Stephanie Joyce Kahn, President of Board of Trustees
Stephanie Joyce Kahn Foundation

Donald Horn, Counselor Advocate
Long Island Center for Independent Learning

Herbert Biblo, Director
Long Island Library Resources Council

Dina M. Reilly, Coordinator
Union List of Serials
Long Island Library Resources Council

Barbara Hopkins, Director
Baldwin Public Library

Carol Simpson, Director
North Babylon Public Library

Claudya Muller, Director
Suffolk Cooperative Library System

Paul John Cirino, Director
Middle County Public Library

Myron Roochvarg, Director
Commack Public Library

Myron Bloomenfeld, President
Residents for a More Beautiful Port Washington

William P. Serynek, Director
Massapequa Public Library

Timothy Onders, Student
Northport High School

Nicholas Sears, Student
Northport High School

Betty W. Hoffman, Library Media Specialist
Northport High School

Glenn Grube, Superintendent of School
Valley Stream Central High School District

Eileen Minogue, Assistant Director
Northport Public Library

Elsie Lieber, President
Nassau County Library Association

Estherine C. Bonanno, Director
Suffolk #2 School Library System

Arthur L. Friedman, Chairman
Nassau Community College Library

Madeline Hendrix, Coordinator of Libraries
Sewanhaka Central High School District

Dr. Mary Barter, Superintendent
Bellmore Public School District

Jaylene Chin, Library Media Specialist
Half Hollow Hills High School East

Loraine Channing, Library Media Specialist
Hewlett-Woodmere Public School

Slavka Leigh, Director
South Country Library

Barbara Diaz, Director
Library Audio Visual Services
Farmingdale Public Schools

Vivian Freilicher, Library Media Specialist
Woodmere Academy

Dorothy Hanrahan, Retired Library Media Specialist
Hicksville, New York

Stephanie Hermeman, Assistant Director
Middle County Public Library

Rita Auerbach, Librarian
Stratford School

Bernice Miller, Sr. Clerk
Shelter Rock Public Library

Patricia M. Katz
Suffolk BOCES III School Library System

EXCERPTS FROM TESTIMONY PRESENTED:

ASSEMBLYMAN THOMAS DI NAPOLI: "Cynthia Jenkins is the Chairwoman of this committee, who deserves the biggest nameplate, who has arrived by train from Albany. Assemblyman O'Shea is here also.

"It is my pleasure to welcome you this morning to this hearing of the Subcommittee on Libraries. It is a double pleasure for me because this is the 16th Assembly District, the district that I'm very proud to represent. The Port Washington Public Library is a beautiful library, the building and the program, and we thank Ed DeShore (phonetic) and his team for really getting us perfect accommodations this morning.

"It's my honor to serve on this Subcommittee of the Higher Education Committee because it's given me the chance to work alongside Assemblywoman Cynthia Jenkins, who, as I'm sure everybody knows, has been the leading advocate for libraries and funding for libraries in the state legislature, and I include both houses when I say that. I have the double pleasure of not only serving on the Subcommittee with Cynthia, but sitting next to her on the floor of the Assembly where I really first started to hear about libraries and some of the problems from the legislative point of view. I have really been very fortunate to have been tapped by Cynthia to serve with her on this committee. Cynthia Jenkins, who is right to my left, is our Chairwoman, and we also welcome our neighbor from the South Shore in Nassau County, Assemblyman Charles O'Shea who is with us.

"So without further adieu, our Chairwoman of the Assembly Subcommittee on Libraries, Cynthia Jenkins."[Long Island Hearing, pp. 6-7]

ASSEMBLYWOMAN JENKINS: "Thank you. I'm very happy that Tom selected this library. It is gorgeous. It's a beautiful, beautiful library. But I'm sure you have an equally outstanding program, isn't that true? And my friend, Herb, who is sitting there, we have known each other for years. When I ran for ALA Council, his wife was my campaign manager. That's why I won. She's a librarian, too ...."[Long Island Hearing, p. 7-8]

JOSEPH GREEN: "... I'm the Director of the Nassau Library System which is in Uniondale.

"The Nassau Library System Board of Trustees is a nine-member elected body which represents the 54 public libraries in Nassau County, and by extension, the 1.3 million citizens in this county. We commend you on your efforts on behalf of libraries in New York ....

"... [W]e thank you for taking the time to visit librarians throughout New York to learn of our needs. We are grateful and think it's terrific that you do this.

"...[T]oday I simply want to reiterate that for virtually every cooperative library system in New York, well over 90 percent of our funding comes from state aid. We cannot afford to see cuts in this state aid. We are faced with some very, very serious questions in some places in the state, whether or not without increased funding the systems will even maintain basic service, yet alone flourish or be well maintained.

"So we turn to you; we rely on you because we really have no other sources to turn to but the state for our funding.

"... I want to thank you and Assemblyman DiNapoli for co-sponsoring Assembly Bill 9200. This is a bill which amends the Education Law of 1981, Sections J, K and L, which deal with the Buffalo-Erie County Library and Brooklyn Library and Nassau Library System. In particular, the amendment to the bill will institutionalize funding for the Stephanie Joyce Kahn Foundation, which is an extremely important and ever-growing service in its value, not only to the residents of Nassau County, but throughout the region. ...

"In addition to this, we make a strong pitch that we finally receive resolution to the fact that the New York Public Library for the Blind receive its new building. They are in desperate straits. You have heard many, many times how much they need their new building. ... [I]f they don't get a new building or a confirmation of a new building within the next 12 months they will have to leave the region and services will have to be transferred to another part of the state. This is devastating news not only for the residents of New York City, but all of us throughout Long Island who rely on the New York Public Library for the Blind for its invaluable services.

"Also I want to encourage you to support funding or continued funding far the education/information centers which have been established in six library systems throughout the State of New York. This is a program that was funded by the Kellogg Foundation and that the legislature has funded for the last three or four years at least. ... What's using New York State as the prototype for the education/information centers in libraries, and here we are in a state that can't fund a program that is now being developed in other states in the United States. ...

"... Today's my brother's birthday, and I couldn't help remembering something my brother once said to Senator Vance Harkey from New York. He said, 'The public library democratic institution in a republican form of government.' That's a small 'd' and a small 'r'." [Long Island Hearing, pp. 8-12]

ASSEMBLYWOMAN JENKINS: "Tell your brother that we do appreciate the distinction. And thank you for being our lead person...."[Long Island Hearing, p.12]

STEPHANIE JOYCE KAHN: "... I'm happy to meet you, Ms. Jenkins, Mr. DiNapoli, Mr. O'Shea; to thank you for lending your support as co-sponsors of a bill that will bring ongoing funding to the SJK Library Program.

"This has been a tremendous year for our agency as we have received wonderful awards -- Governor Cuomo's highest community service award, the Eleanor Roosevelt award, and more recently President Reagan honored us with the President's Volunteer Action Award. We were one of 17 recipients in the country.

"I am sure that these awards took place because we were able to demonstrate the fact that we are serving a very, very unique population of people. We often refer to them as 'the least among us.' The people that we are serving are all sighted but they are too ill, or too elderly, they are simply unable to read in the conventional manner because of their individual physical circumstances. They fall into three areas: firstly, hospital patients, patients who are not only recovering from accidents or illnesses, but we have special attention to those who are in intensive care units -- stroke, coronary care, burn units -- more recently We are serving AIDS units, hospice units, all within health care facilities.

"Also, our service is made available to nursing home residents. And I'm sure that so many of us realize that there are so few activities that are truly appropriate for very elderly home people, nursing home residents. We have seen results where individuals have been wrongly defined as senile, people perhaps sitting in wheelchairs staring into space, and all of a sudden when they are listening to one of our cassettes, perhaps an Al Jolson tape from our more than 1,000 hours of old time hits that we have collected, these same people all of a sudden start clicking their fingers and singing along because they can relate to what they're listening to. We've been told that it's called reminiscence therapy. It truly brings them to life again.

"The third segment of the people that we serve are homebound individuals, and these are perhaps the largest segment of the population that we will ultimately be serving because we not only have individuals who are recovering from illnesses -- strokes, coronary-type illnesses -- but we have very elderly people who are now either living alone and are being cared for one another within their home.

"The medical profession gives all of their energy to taking care of the physical side of individuals, whether they be in a health care facility or homebound. The SJK program addresses the other side of the coin, the emotional side of an individual. The factors that are involved, when we think about stress, anxiety, depression, the feeling of isolation at home and there is no one there to visit, pain -- all of these factors play a very, very important role in a patient's recovery. Our program, we're very proud to say, has been documented by doctors, nurses and administrators as tremendously therapeutic. The patients who are participating in the SJK program are actually getting better a little bit faster. They are comforted by what they are listening to. They are listening to the tapes and that's a tremendous means of diversion, and it's entertaining for them.

"I'd like to briefly tell you about the types of recordings that we have. In the beginning I was introduced to Talking Books, which is of course for the blind. It was introduced to me when I lost my sight in an automobile accident. In the beginning we started with Talking Books, but we soon found out that for the most part they were inappropriate for the people we were serving. Talking Books are full-length books; they are unabridged. They are and can range from 200, 300 and 500 pages with very intricate plots and characterizations. And when someone is very, very sick, if you're in coronary are and are monitored with intravenous in your arms, you're not about to get into a 4OO-page novel. So we have to look for materials that are appropriate.

"Our library is now made up of, number one, condensations of best sellers; we are recording popular magazines, their primary articles, such as New York Magazine, Sports Illustrated, for our seniors we are recording Modern Maturity which is produced by AARP and Fifty Plus, People weekly magazine, and these magazines have been tremendously enjoyed.

"We also have been gathering old-time radio show material from collectors all over the United States. Each year I go to the national Old Time Radio Show Convention, and we have had the good fortune of receiving collections ranging from musicals, Al Jolson, Eddie Cantor, Bing Crosby, to dramas, including Lux Radio Theater, one of which stars Ronald Reagan.

"We found the need for bible and inspirational materials. We have Cardinal John O'Connor who is recording his morning homilies for us.

"The most recent addition to our recorded library is our SJK-recorded Legal Advisory for Older Americans. This program was started with a media grant through the American Bar Association in which we are recording articles that tell about legal rights -- wills, Social Security, Medicare -- for older Americans. Here again, the individuals can listen in their own privacy and if they don't understand something they can re-listen and we find the program is tremendously successful.

"We had the good fortune of receiving special member grants since 1979 that has been sponsored by Assemblyman Jerry Kremer. This has been the base of our funding and has allowed us to have a small staff. I am a full-time volunteer and I have been since the inception of the foundation 12 years ago. The bill that has been introduced that Joe Green just referred to will provide ongoing funding for the SJK program which has demonstrated without a doubt that it is truly an ongoing library service. The demand for our program is tremendous, not only in the area of Long Island and the five boroughs, but all throughout the state. We are presently serving 2,000 recipients a month, and we hope with the ongoing funding that we will very shortly become a statewide project. ..."[Long Island Hearing, pp. 12-19]

...

ASSEMBLYMAN O'SHEA: "Just a word, Stephanie. I know on behalf of my two colleagues here in Albany, we salute you on the work that you've done with SJK and the work that you've done here both in Nassau County and throughout the neighboring communities in this very important project. Thank you."[Long Island Hearing, p. 20]

DON HORN: "... I'm a Counselor Advocate with the Long Island Center for Independent Living. We provide services to disabled people of all ages in the Nassau area. But the reason that I'm here this morning, is not as an advocate, although I am advocating, but rather it is as a consumer, a consumer of library services and a member of the American Council of the Blind of New York, Chairperson of their Legislative Committee and the third vice president. ...

"When you think about a library you think about some very important things going on in that library. I told you I was pleased to address you because the library has been a part of every part of my life and it's true. ...

"Without the library services, not only of the college libraries, but of the public libraries, there would be absolutely no way that I would be standing before you today. So when you think about provision of funding and increased funding for library services, I would encourage you to look around you at the persons providing you service, and to think about how much of that service would really be provided were it not for adequate library services.

"People think of the library as the people you go to once a week, but when you visit your income tax preparer, when you visit your attorney, when you have a dinner conversation which is enlightening or enriching to you, the chances are that a good portion of that information that is being shared and a good portion of that ability to assist yourself and other people has come about because of libraries. So by not increasing and providing adequate funding for libraries, what you are essentially doing is you're decreasing the ability of every other professional to provide service.

"The main issue that I want to speak about today ... [is] the New York Library for the Blind and Physically Handicapped.

"I asked you several minutes ago when I began to think about a library and to think about what happens in that library. Well, one of the things you think about is going to the library. We, though, have a problem. A blind or a physically handicapped person living in Manhattan who wishes to go to the library themselves is posed with a tremendous problem when you think about the inadequate and really disgraceful facilities of the New York Library for the Blind and Physically Handicapped. First of all, the New York Library for the Blind and Physically Handicapped is not accessible to a large portion of physically handicapped people. The library is not accessible, so if you are print handicapped and in a wheelchair, you cannot even get into that library. Now keep in mind that when we say print handicapped we are not talking blind; we are talking blind but we're also talking cannot turn pages of a book. I have clients on respirators, I have clients with various other physical disabilities -- quadriplegia -- who are unable to turn the pages of a book, who if they wanted to visit that library would not be able to get into the Library.

"... Now, thinking about blind people going into the building, well, you can get into the building, and if there aren't too many people you may be able to sit down. If there are too many people in the building at the moment this might not be possible. If you want to do some browsing through the braille collection, you're in the wrong building because the current Library for the Blind and Physically Handicapped does not house the braille collection. This is because there is absolutely no space in the building to house braille books. So the braille books are housed elsewhere. Some of them are housed in other agencies in the city for which the library has ascertained space, and some of them are housed in the Multi-Regional Center which is in Philadelphia, which makes it a lot of fun when you get books because you've got the cassettes coming through the Nassau Library System through your regional library, the braille books -- and then you've got cartons coming from Philadelphia. You can look at your mail from all over the country.

"What it means is that if you request a book, the library must go to the other source, get the book over to them, do the mailing, ... contact the Multi-Regional Center which is serving various states, get it mailed through them, simply because this space is inadequate.

"... [W]hen we think about provision of braille books, I contact the library; the library has to figure out where is this book housed, and that book has to be gotten out to me through the library, going back through the library, back to their housing. It impacts upon every one of us.

"... In summary, the fact that I cannot get to a library that I can utilize, that if I were physically handicapped I couldn't get into the door of the library, that when I call the library to ask questions about a collection they have to investigate thoroughly and call me back, that the service is coming from all over because there is nowhere to house the library, and that the facilities are inadequate even for the employees of the library. I would really, encourage you to support this new building, because without this new building, my fear is that the wonderful library services will fall apart. By the time they're brought up again, and by the time they're brought to snuff again, me and a lot of other blind people like myself, particularly blind people will not have the needed access to the library and may end up underemployed, depressed, and I'm not trying to be dramatic, simply because library services were not adequate.

"In closing, I want to thank you very much and I'm hoping to have a continued relationship with the persons here today, both with the American Council of the Blind of New York, with myself as a consumer, and with myself as a counselor advocate. ..."[Long Island Hearing, pp. 20-29]

ASSEMBLYWOMAN JENKINS: "... [E]very hearing we've had throughout the state, we've had persons to stand before and plead for a new library for the blind. We want that, too. It's a difficult plant there; it's a disgrace. And New York State is the greatest state in this country, and the greatest state in this country will have to do something about that physical plant."

"...[Y]ou were talking about every other professional cannot provide the right services without libraries. I go around the state saying that they can't -- the doctor needs a medical library, the lawyer needs a legal library, the college professor needs an academic library. ..."[Long Island Hearing, pp. 29-30]

HERBERT BIBLO: "... [B]efore I read my statement I would like to read the statement of Mrs.

Catherine Romanelli (phonetic) who couldn't be here today but prepared a statement. Mrs. Romanelli is the President of the Public Library Directors Association of Suffolk County; she's chair of the Legislative Committee for Long Island Library Resources Council, and she very modestly omitted the fact that she's the Director of the Sachem (phonetic) in Suffolk County; the editor of the newsletter for the New York State Public Library Directors Association, and a trustee of the Long Island Library Resources Council.

"Here is her brief statement:

'... There are several ... issues that we would like to call to the attention of the legislators that we feel need changing.

'One, members of the Regents Advisory Council should be elected rather than appointed. There should be regional representation among them just as there is regional representation among the Regents.

'Two, libraries should not be limited to belonging to one special kind of system, but should be able to hold membership in other systems. For example, public libraries should have the right to join 3R systems if they feel it is worthwhile for them to do so.

'Three, direct access regulations should give more flexibility for local systems to develop their local services. Since there is so much variation in the public library systems in New York State, recognition should be given to this variety. The systems and their member libraries should be able to come up with a plan that is acceptable to everybody and that works for them. ...'

"You will notice that the three items that she mentions here are really non-money items. They have a lot to do with regulatory procedures. There is a lot of unhappiness on Long Island with the way regulations are promulgated by the State Education Department. And there are any number of issues that are ongoing that effect them.

"... I notice that it's an interesting coincidence that this hearing comes at a time when we are reviewing the Kerner Report of 20 years ago. ...

"... Services to people is the key word. Twenty years ago, ... we were wearing buttons with the pronouncement LIBRARIES TO THE PEOPLE. I think Cynthia might remember those days. At the risk of being nostalgic, let me say that they were exciting times, but as the Kerner Report review indicates, some gains were made but in some areas we have lost ground.

"... The public library systems and the public libraries, such as Hempstead Public Library, have significant literacy programs. The dropout rate is appalling. New York City is usually mentioned in this regard, but on Long Island the dropout rate is not insignificant. ...

"Another important aspect ... is the generation of employment opportunities. Many agencies are scuffling to attract employers to New York State. One of the lesser known factors involved is the need for information by business and industry. Much of the industry on Long Island is high tech. The research needs of these companies are such that in order to remain competitive large amounts of information are needed. Remember the old cliche: 'information is power.'

"... But in light of the Kerner Report review, let me sound a cautionary note. State support for libraries should assure us that all residents of New York State should be able to benefit from this support. It is not enough just to set aside outreach programs, but the advantages of all these programs envisioned ...., such programs as conservation and preservation, must benefit all the people. To conserve and preserve these materials, as I constantly ask, to serve and preserve for whom? It should be for everybody in the state. And some of the institutions that are getting these funds are rather restrictive in their procedures. Institutions that receive state funding but restrict the use of their facilities to their 'primary clientele' must understand that when they take state funds they take on a commitment to serve us all. ..."[Long Island Hearing, pp. 30-36]

ASSEMBLYMAN DI NAPOLI: "Thanks ... one reason why I was very happy that Cynthia Jenkins wanted to call the hearing on Long Island is that it would give us a chance as Long Islanders to give our perspective in terms of our problems and needs as they affect us in this region. I think you touched on the concern that I have in many areas, and not just libraries, and that is in many situations the Albany point of view, if you will, is often very removed from the reality of what Long Island is, the conception that we're flowing with riches and many of our needs are taken care of by ourselves and other parts of the state are in more dire straits than Long Island. The attitude in many situations is that Long Islanders can take care of themselves.

"And you touched on some of the concerns in terms of regulatory issues, of not having a real strong voice, advocating for what the reality is on Long Island and what our needs are. Perhaps you can expand for a moment what you're seeing of that distorted view that is having a negative impact on what we're trying to do."[Long Island Hearing, pp. 36-37]

HERBERT BIBLO: "Well, despite the illusions that Long Island is a wealthy community and everybody on the Island is rolling in money, you have any number of poor communities whose library needs are not adequate. We have minority communities which tip well into a review of the Kerner Report, and it appears that we have two communities in this country, one affluent and one less assertive. But also we have a history side here. The history of the Long Island library community for the last 20 or 25 years has been cooperation between types of libraries.

"All of a sudden we find that the State Division of Library Development develops an interpretation that all of a sudden public libraries are not eligible to belong to 3R's. Twenty or twenty-five public libraries have applied for a membership and the applications sat there for three-and-a-half years, and then all of sudden we get a letter saying they're not eligible.

"Many of the public libraries were charter members of the 3R's, actually 21 of them, because they wanted to support this kind of cooperation between types of libraries. We have a reciprocal borrowing program that is unique in New York State. We have direct access problems. We have problems with the law where the Education Law says that local public library trustees have the right to determine who their library can serve outside of their tax industries. We have regulations which say that if you belong to a public library system you must lend, irrespective of the consequences, to all the surrounding communities.

"I should add that most of the public libraries for years have been lending between each other, but there came a time when the use became unfair and this has created a very serious problem because there is not a recognition of local needs and local concerns. All of a sudden Long Island is just considered the same as the rest of New York or the north country or New York City, and everybody has got to watch it and not step. We feel that, like they say in education, there are individual differences. And these individual differences should be recognized. This goes on and on.

"The state appointed a committee, a 22-member committee, to advise a systems study that will affect all of us possibly. When we looked at the list there was nobody from Long Island on that whole list, and this is the second largest library region in the country. We had to write to all of you to put a little pressure on. Finally, they found room for one person. The Long Island Library Resources Council and the Suffolk Cooperative Library System sent letters to you to point out that we were being ignored in this very important project.

"Now this happens over and over again. I'm sure as legislators you have to band together to protect all the interests. We hope with the committee, with the Long Island delegation that the needs of this community as a specific community with a specific problem will be recognized."[Long Island Hearing, pp. 37-40]

ASSEMBLYMAN DI NAPOLI: "That was great. I think your last point was a good one because I think it typifies a mindset that has us left out, whether it's distance or jealousy or whatever the reason is where Long Island perhaps isn't getting its fair share and its fair due. It will be helpful to myself, to Assemblyman O'Shea and, of course, to our Chair, Cynthia Jenkins, if in addition to your keeping us dated on what's important to you as librarians, you give us the extra edge of the Long Island agenda and where it is that we can be helpful as advocates for what's good for Long Island. Keep an ongoing dialogue with us and I know Cynthia is open to hear that."[Long Island Hearing, pp. 40-41]

BARBARA HOPKINS: [Director of the Baldwin Public Library] "... The library is presently engaged in a major construction project which involves the renovation of our current building and the purchase of an adjacent building which will become our new children's department. ...

"What I would just like to request today is if you could keep in mind the fact that when legislation, particularly legislation revolving around environmental and energy issues, is passed and it affects school districts, it also tends to affect school district public libraries which Baldwin is one. I'm referring in particular to the passage of Article XI this past year of the Nassau County Environmental Conservation Act which mandated their public libraries and school districts and public care facilities remove all underground oil tanks. This is a tremendous problem for the school districts, but also a problem for the public libraries.

"I have understood through Senator Levy's office that there was legislation introduced to allow interest-free loans to the school districts to help with this problem. At Baldwin we will be removing two tanks and it will involve in excess of $60,000. While this is not the tremendous gross dollar amount that's affecting the school district, to us it constitutes a tremendous increase on our budgets which is, or course, passed directly onto the voters of the district.

"I know we would be very grateful if the legislators could keep in mind that when relief legislation is passed to help the school districts, such as these interest-free loans, if the public libraries might also be kept in mind.

"Something like this happened last year as well. ...[A] bill was passed which was administered through the local energy office which would have funded school districts to do technical assistance studies in their buildings for energy conservation, and then to implement energy conservation measures.

"I really don't feel this is by commission, I think it's by omission; the public libraries were permitted to do the technical assistance studies on a matching fund basis. This required a tremendous amount of staff time as well as the money involved, and then when it came time to implement the ECN's, the public libraries were not included in that portion of the packaging.

"So I really am, in a sense, representing the school district libraries and would ask that you please keep us in mind when the opportunity arises to provide relief because we're affected in the same way as the school districts are affected. And we do thank you for all that you do. As I say, Assemblyman O'Shea was at our groundbreaking, so I thank you for all that you have done for us and for libraries...."[Long Island Hearing, pp. 41-45]

ASSEMBLYMAN O'SHEA: "Barbara, I just want to say that, yes, I was at the groundbreaking for the wing, and I pass up and down the avenue as I come to Albany and back from Albany. I'm looking forward to seeing that new wing being built.

"Regarding the fuel tanks that you mentioned, I will speak to Senator Levy and we'll see what we can do. Obviously, money that we can't put into the library itself for the seeds to be planted for the future of the communities is money that's taken away that we can't use for our children of our communities. So obviously anything we can do as legislators, I know I speak for my colleagues, is something we definitely want to take a look at.

"I'm proud to be a resident of Baldwin."[Long Island Hearing, p. 45]

ASSEMBLYWOMAN JENKINS: "I would like to say that I am very happy that you brought the concern of the tanks up. You're the only person out of all the hearings we've had that mentioned that."[Long Island Hearing, p. 46]

ASSEMBLYMAN DI NAPOLI: "You mentioned the issue of the oil tanks; the other issue we hear about regularly from the schools is the asbestos problem. We'll be working on those issues."[Long Island Hearing, p. 46]

DINA REILLY: "... During today's meeting you will hear impassioned pleas from representatives of school, public libraries and 3R's councils. As the Serials Coordinator for LILRC, please let me have my plea for passage of a bill which will bring much needed impetus to programs and services to all types of libraries. It is especially important to the library users of New York that the total monies requested for continued regional automation be allocated.

"Our Long Island Union List of Serials produced for the public library patrons, business and hospital people, educators and our school-age children is a direct result of regional automation money. In the Long Island region, a business person needing an engineering journal, a senior citizen requiring a health periodical, the potential school dropout needing a magazine on job opportunities all benefit from a cooperative product. Whether you come from the community of Montauk or you come from the community of Great Neck, each person is equally availed of the service of a journal location and receipt of a specific requested journal article.

"When librarians enter the profession, most view the user as the end product. Strong support and passage of this bill means the money generated by the user through taxes will ultimately be returned to them as an end-product service to them. ..."[Long Island Hearing, pp. 47-49]

CAROL SIMPSON: "... I'm the Director of the North Babylon Public Library and Vice President of the Suffolk County Library Association.

"I'm here today representing the Library Association. The large number of members of the Suffolk County Library Association support New York Library Association's goal of the passage of the new library law for 1988 at the highest funding level possible.

"Although our membership represents such diversity as the 3R's, school systems, academic and public libraries, we are united in our endorsement ....

"The population of Suffolk County is growing and there is more demands made on our libraries. Thank you." [Long Island Hearing, p. 49]

CLAUDYA MULLER: "... I'm the Director of the Suffolk County Library System....

"I don't want to take the time to talk about funding, but certainly we would like to see as much as possible. My concern is an issue that was talked about earlier, the regulations and the difficulty that we're having, particularly with direct access. It would be futile and maybe even wasteful to increase funding for the Suffolk County Library System if we are forced to continue the direct access regulations, because if that continues six months from now there will not be a cooperative library system in Suffolk County. In order to not be forced to support neighboring communities who have not chosen to tax themselves, many of our libraries will leave the cooperative library system. Rather than having access to quality service and more service, people in the county will have less service and more restrictions. We are very, very concerned that something be done about this. Until it be changed, we request it not be enforced on us at this time."[Long Island Hearing, pp. 50-51]

PAUL JOHN CIRINO: "Good morning. I'm here to speak about Senate Bill 6902 and Assembly 8902. It's an act to amend the Retirement and Social Security Law in relation to participation by school district public libraries in the New York State and local employees' retirement system.

"What we have presently now is a hodge-podge, unfair situation based on the fact that -- as most people don't know what school district public library is, it's a separate corporate entity but it is in itself a separate municipality.

"Up until some point in the sixties, the school district public libraries were allowed to have their own retirement accounts apart from school districts. That's why this problem only comes about on Long Island and a few upstate libraries, where in the sixties the retirement system decided to have a very strict interpretation of the retirement law and they said that because the school district public library could not be considered a totally separate municipality even though it is a totally separate corporate body with its own elected trustees, its own elected budget. I do not work for the Board of Education, I work for the Board of Library Trustees. The Board of Education has no power over our budget, it is determined directly by the public.

"So in spite of what the Comptroller said, 'Now you have to piggy-back on the school district for retirement,' which means that the library and the library board cannot choose through negotiation or however what retirement plan they're in. They have to be in the retirement plan of the school district.

"I'm presenting this bill and have been working to try to pass it for the past 15 years, but the format that it was in was never passable. This should pass without any problems. It doesn't cost anybody any money, it doesn't cost the state any money, nobody is obligated to change from the school district retirement to their own retirement, it's optional. It simply gives those libraries that do want their own retirement plans to have them. There are many school district libraries that do have them because those that had their own retirement plan before the Comptroller came up with this strict interpretation kept them. That's why the problem doesn't happen in a lot of Nassau libraries and certain Suffolk libraries because they had their own retirement systems.

"If the Board of Education votes for a new retirement plan we have to adopt it whether we want to or not. It's clearly unfair and doesn't make any sense. ...

"Just let me read this statement regarding the justification:

"School district public libraries are separate and distinct corporate entities from the school district. They have separately elected boards and separately voted budgets.

"The Board of Education has no power whatsoever with regards to the school district public library. Library boards alone are empowered to negotiate salary and fringe benefits for library employees.

"The present interpretation of the retirement law forces the library to utilize the retirement plan chosen by the Board of Education, not the library board. Library employees are not school district employees. They are library employees and should be treated as such for all purposes.

"This law is long overdue and should correct this unfair and unreasonable situation.

"What we were told by the retirement system was, 'Yes, we know that you are not employees of the school district, but for retirement purposes we will consider you to be employees of the school district.' It's totally ridiculous.

"All this is a bill that passed last year; it was a special interest bill and they passed it for the Pearl River Library because their union negotiated for a plan, and when they were told that they couldn't utilize it because they had to stick with what the school district did, they got simply said 'school district.' All this bill does is take the same bill that Pearl River passed in 1986, and substitute the word 'school district public library.' It's already passed and the Comptroller said they wouldn't oppose it, the retirement system said they wouldn't oppose it, they said they didn't like the present law either. It doesn't cost anybody anything so we should be able to get it through without any problem.

"I'm trying to get it through this year because it will affect several colleagues of mine and it will make a considerable difference in their retirement. Even though their library has chosen better retirement, they still cannot adopt it because the school district does not adopt it.

"This has nothing to do with this law but I would just like to reiterate what the Director of Suffolk Cooperative Library System said, that there are many libraries including ours who will simply drop out of the library system. One of the things that I think you mentioned before, you made a very good point, that we don't hear a lot of this. One of the reasons you don't hear a lot of complaints and a lot of problems is very often it's the same as General Motors, if you only talk to certain people and you don't get down to the guy on the floor and find out what's happening, you don't find out how to make a great car. Too often the people who work in the libraries and the local library directors don't get to tell you what our problems are. We need the same thing.

"They're building a new library and they're not getting a penny in state aid. We just built a $3.5 million building and we didn't get a penny. I think out of a total of a $4 million library budget, I get a total of $15,000-something and change and I get a list of regulations from the State Education Department that tells me I'm to serve another community. That's what the uproar is all about. We want the same thing that the schools want, we want money to build buildings and buy more books and pay staff more money, but that really doesn't get in front of the committees a lot because a lot of the people who testify are people who run the local libraries.

"That's why something like this ... has been kicking around since 1973, that's how long I've been fooling around with this thing, except now it's written in a form that is passable. The old format that was used was always objected to because it stated that we would be considered to be a separate municipality and the Comptroller doesn't want us borrowing money."[Long Island Hearing, pp. 51-58].

...

BERNICE MILLER: "... I'm one of the people in the field that you said you'd just like to hear from. I am a clerical worker; I am not an administrator, I'm not a librarian. I work directly with the public at the circulation desk."

...

"... I feel that the public comes to us when they demand things, and the public is always demanding. My library is smaller and we have done a fantastic job in giving the public what they want, but even we can't appoint -- it gets harder and harder. We've run out of physical room to give the public what they want. We have a fantastic record room, thousands and thousands of records. The people decided they wanted tape cassettes. We're building a tape cassette collection. Now the people are talking about compact disks. Not only are we expected to find the money for it, but we better find a place to put them.

"So we're really in a bind and I'm sure many, many libraries are. Now we have a new problem -- the local job markets are pricing out non-civil service workers. We have a local supermarket that is paying a 26-year-old kid $6 an hour. We can't possibly match that. We're running out of the ... lesser positions that are absolutely essential to the physical running of the library. We can't get as many students as we need to shelve the books. We can't get the desk help. I'm talking about the non-civil service workers. We can't match the local salaries that these people are getting. Somewhere we need help; we just can't raise taxes every year because it comes back to haunt all of us.

"Please try to look into helping us a little more. Like I said, we are a small library physically, we service -- it must be 30,000 people. A lot of them are locals but our surrounding smaller libraries come to us as well. We're big compared to them. We're tiny compared to this magnificent building, but we are busy from the minute we open until we close. We serve an essential function in our area; we're a special library that was set up because there was a whole mass in Tom's district that was eliminated from all the other libraries for some reason, so this was a special district that was set up. We cover parts of five different towns. But we are not affiliated with any one school district. So we are different from many of the other libraries.

"We can use help in the physical building, hiring more people that we can't get now, and we look to you for some kind of physical aid somewhere because we just can't keep raising the taxes. We don't want to do that. And because we are a special library, our taxes are right up there. When we say look at the Shelter Rock Public Library, people say look what you're getting from me, why don't I get more? They don't want just 800 videos, they want 10,000 videos to choose from. They don't like having only six copies of that best seller, and they don't like having to wait two months to get it. You just can't do it financially or physically because it's not just lack of space or lack of help, it's lack of money to do these things.

"So please just remember that we are there to service the patrons. That's the whole idea of the library. Otherwise we wouldn't need it if we didn't have people coming in and using them...."[Long Island Hearing, pp. 59-62]

ASSEMBLYMAN DI NAPOLI: "Thanks, first of all, for taking the time out. I know you gave serious thought to coming down and you had a lot of points to raise. The Shelter Rock Public Library, which is the library district I grew up in, it's almost as though we're back to where we were when I was in elementary school, busting out of the seams by the railroad tracks over there in Albertson.

"When we broke ground for the current building, which at the time was beautiful and magnificent and the best in the area, but if you look at the needs and the changing desires of the community -- there are many schools districts using that library. It's a unique situation in terms of the geography of that library district, but I'm sure the problems are typical of other libraries in our area where modernization of the physical plant that we did a generation ago has reached its peak. I think your point about the importance of the support staff, that is sometimes overlooked, the competition with other jobs. My brother worked stacking the shelves and cleaning the library for a time when he was younger but those kinds of situations don't happen anymore. As you said, fast food chains and supermarkets, that's where young people are going for better opportunities. It does come back to the taxpayer and we're paying beyond our means in many ways now. I thank you very much for your comments."[Long Island Hearing, pp. 63-64]

ASSEMBLYWOMAN JENKINS: "The support staff is the most important personnel in any public library. When I would interview my pages I would tell them, 'You are the most important person in this library.' They couldn't understand that. I would say, 'You are because if the materials are not in the proper place we cannot service the public. So you hold your head high and do a beautiful job because you are the most important person here.'

"I can understand what is happening. When I was a working librarian, I don't know what's happening now, but the pages were not paid the minimum wage because in New York the pages were in a cultural, recreational category and they got ten cents less on the hour than whatever the minimum wage was. It was happening about eight years ago. I understand what you're talking about, because if a youngster can go to the supermarket and make $6 an hour, why would they take a job and make $3.35. And if you don't have the pages, you can't function. ..." [Long Island Hearing, pp. 64-65]

ASSEMBLYMAN O'SHEA: " Unfortunately, before we go on to the next speaker I'm going to have to get back to my district in Bellmore. I just wanted to say that it was a pleasure to be here briefly this morning. I want to thank Tom DiNapoli and Cynthia Jenkins for being here. As a student of the Nassau County Library System, one that grew up in Bellmore, one that's now living in Baldwin and representing the South Shore of Nassau County, we see the need for increased funding of our library services. I look forward to working with Tom and Cynthia to gain the support necessary to make sure that, if not all our dreams come true, certainly some of them will. Thank you."[Long Island Hearing, p. 65]

...

MYRON ROOCHVARG: "... [W]e have a neighbor that funds their library at less than half of what ours is funded at. The per capita support of ours is two-and-a-half times what their's is; our per capita tax rate is more than doubled. Naturally, our library is more attractive, we have a better collection, more hours, we have more staff, and for the first 14 years of our existence they overused us to the point where they were approaching one-third of our circulation.

"Now, during that first 14 years we were reimbursed for that plus usage at a piddling rate, but at least it was a token to reflect what our costs were. In 1984, the funding stopped and we went and spoke to the neighboring library board and asked them what they were going to do about the cutoff in funding, to please help us pay for the service they were given. They said they were a town library and the town gives them so few dollars that any dollars that come to them they have to use to enrich their library and they couldn't give us any money. At first they agreed that since they weren't going to pay for it we should cut off their service. So we stopped serving them in 1984, and we explained to the patrons who had been using our library in the past that since we weren't getting any funding we couldn't give the service for free. And since most people don't have a free-lunch mentality, they understood this not-too-difficult concept.

"In the summer of 1987, a couple of people who don't understand, who don't want to understand, picketed the library; we got all kinds of media exposure and rather adverse publicity, painting us as the bad guys and the heavies. They wanted this $200,000-a-year free lunch that we're not willing to give them. So we're in the unfortunate position now where the town attorney announced that they were going to sue us. And of course without a rich treasury, we will withdraw from the library system rather than fight the suit, particularly since we hope that in a few months 90.3 will be a moot point, that we will use your offices to address the inequity that 90.3 represents...."[Long Island Hearing, pp. 66-68]

MYRON BLOOMENFELD: "... As chairman of the largest civic association in this community [of Port Washington], Residents for More Beautiful Port Washington, we represent over 3,000 families in this community of 30,000, we welcome you.

"This community is very proud of this building and this library and its staff. I'd like to make sure that if they haven't been given due credit, I'll tell you, Joan Kent who is the president of the library trustees and Ed DeShore (phonetic) who has been the leader of this library for as long as I've been here, and I've been here for more than 20 years, have really made a difference in this community. And it's because of this library, which represents much more than just a collection of books, it represents the cultural center of this community, an educational center of this community, the social center of this community, a place where our young people attend, our college kids attend, the adults attend, the senior citizens attend, indeed, there's nobody in this community that doesn't feel as strongly about this building and all it represents as I do. We all feel strongly about it.

"Each year, in the 22 years that I've lived in this community, I remember no time that this budget has every been turned down by this community.

"...This building represents even more than what I spoke about. It's not just a historical depository of all the materials in our community, it represents what this community was when this building 20 years ago didn't exist, and it was a little building way off in the corner somewhere, overcrowded in somebody's home that had been donated, and all the pictures and the old books and the accounts and the newspapers, but it also represented a living part of the community in a political sense, the best political sense. If you want to appear before the Town Zoning Appeals Board, or the Village Board of Zoning Appeals, it's to the library that you go to find out what the laws are so that you can make sense before you go before those civic bodies. It's not to the village town hall that you can go to because that's not open six and seven days a week, it isn't open at 9:00 at night as this building is. And there aren't experts there who will help you find out what the law says.

"My plea today, therefore, is that this library and libraries across the state become the depository of the current political information. What do I mean? I mean that along with a requirement that when a town or village has something to say to its citizenry, that they not only print it in the newspaper as a legal notice, but they be required to send it to the local library, so that this local library can do the full range or the local activists and for the concerned citizens. We're all concerned citizens in this day. Somehow those laws have to be looked at.

"Believe it or not, there were village trustees and perhaps the town who was reluctant to hand out its laws to a library. They need the prodding of a real law. So my plea today is that you search the law, find out how it has to be amended, how it has to be done so that Board of Zoning Appeal Notices, notices of public hearings from the town or the villages serviced by the library, use the library or require to use the library for those notices and the back-up material that the towns constantly publish....[Long Island Hearing, pp. 68-72]

ASSEMBLYMAN DI NAPOLI: "I think it's a good point, and certainly consistent with the mission of libraries as we understand it. I don't think the suggestion would require any undue financial burden be placed on the town, that a conditional notice to be sent out to the library so that it is accessible to people that want to find out about it."[Long Island Hearing, pp. 72-73]

MYRON BLOOMENFELD: "The difficulty now, as you understand this -- I can come to this one library on Saturday, on Sunday, when I don't work. You can come to the library and study it. You can't go to the Town Board and you don't know what's going on. It makes a terrible burden on our citizenry to become a concerned citizen. This would make it easier on them by using the library, which is a part of the community...." [Long Island Hearing, p. 73]

...

DR. MARY BARTER: " ... I am ... Superintendent of the Bellmore Union Free School District and a member of the Nassau School Library Advisory Council. I wish to make a statement in support of school library systems and in support of increased state funding for school library systems.

"School library/media centers should be the hub around which schools revolve, supplying services to students and staff that support the goals of the education program. The school library system, and the Nassau School Library System in particular, provides the type of staff development and technical support to school libraries media specialists that can substantially impact the quality of library/media services offered within schools.

"In my own district, I have observed a growth in the nature and breath of services to students and teachers that I attribute directly to the influence of the activities of the Nassau School Library System. Without the support of the system, it is likely that we would still be operating three independent and very limited library/media facilities. With the support of the system, we have tapped into the human and material resources of the county. As a member of the Nassau School Library System Advisory Council, I am in a position to know that our experiences in Bellmore are not unique but are being replicated in school districts all over the county.

"The current financial pressures on school districts are extraordinary. Therefore, the fact that the benefits of belonging to a school library system accrue with little direct fiscal outlay on the part of participating school districts is very important. Furthermore, I believe that the level of funding for school library systems must increase in order that the increasing demand for these important services can be met. Therefore, I support, and hope that you will support, an increased level of state support for school library systems.

"As an addendum, I would also like to ask your support for legislation mandating elementary school library media specialists rather than librarians. The elementary library media specialist in his or her most effective guise is a teacher and as such requires training not as necessary for other librarians...." [Long Island Hearing, pp. 74-77]

ASSEMBLYWOMAN JENKINS: "A lot of people don't understand that there is a shortage. We would like to mandate a library media specialist in every elementary school in the state because we feel it's key. We've been trying to figure out how much money it could cost. It only takes a year-and-a-half to get a degree in library science, and we want to make some kind of scholarship money available in order -- we have a bill in reference to scholarships -- in order to get the personnel to fill these positions. Or maybe they can excuse you're college loans because a lot of students don't have the money. ... This is important. The Governor wants excellence in education, but you cannot have excellence in education if you don't have excellence in libraries. We have over 500 elementary schools in New York that do not have school librarians."[Long Island Hearing, p. 77]

... "We are also in dialogue with the library schools because for awhile everything was technology. Then we said, 'Go back and teach the children's courses.' Now some of the library schools are listening...."[Long Island Hearing, p. 78]

WILLIAM SERYNEK: " ... I am the Director of the Massapequa Public Library, and I came here this morning ... to listen and to learn. ...

"The reason I decided to come forward -- Assemblyman DiNapoli asked about asbestos. I'd like to share some of my thoughts about that. But before we get into that, I was hoping that someone would be more eloquent and express their opinion concerning the ... [issue which] deal with direct aid on a per capita basis to the public libraries. We feel this is long overdue. We know there are many other governmental agencies who are receiving direct aid who, as far as we're concerned, are just important.

"... I represent a district that is the largest population-wise in Nassau County .... I think it's important to keep ... [local aid] because you get money directly and you can put it to good use. Here in Nassau, I think one of the stand-out points of the Nassau Library System has been the spirit of cooperation. We have used this money in the past to get access to our machine-readable database, to add to our acquisitions, etc. ...

"Now concerning the asbestos. As Assemblyman DiNapoli knows, Massapequa has had some experience with asbestos. The Massapequa School District had commissioned a study of all of its buildings. It was discovered that we had asbestos and they included the library. I think the responsibility for addressing this problem is the library board's. They found an extensive amount of asbestos.

"... I'd like to share with you -- we have approximately $25,000 worth of asbestos that we must remove, plus I think $100,000 in floor tiles. The rules, regulations, the things covering the asbestos are very vague for us. In fact, to the best of my knowledge, although present regulations or laws, whatever, they specifically address school buildings and do not address library buildings. I may be bringing on the wrath of God from my colleagues by saying that we should have some regulations, we should have something that specifically addresses asbestos in public library buildings.

"I give a great deal of credit to the school board in Massapequa to have the guts, as far as I'm concerned, to face this problem and to address it. I believe that we as professionals, we as citizens should address this problem without having to pass it on to the next generation and the generation thereafter.

"I ask that you look at this matter and see if we can get a better clarification on just what is involved, who has to address and how we should go about it. I don't think they are going to address it; they don't have to as far present rules and regulations exist as far as I understand it. ..."[Long Island Hearing, pp. 78-82]

...

BETTY HOFFMAN: "... I'm a library media specialist at Northport High School.

"The School library media center, also known in the school as the library or library media center, implements and enriches the learning process of students with a program that supports every curricular area of the school. Every student is offered the opportunity to develop a high degree of independence in the use of book and non-book materials. All students participate in reading enrichment activities which motivate them to read. The library media centers are equipped with books and other printed materials, audio-visual materials and equipment so that students of all abilities are able to find materials on their levels.

"Students participate in activities through a planned sequential library media program. Students are taught by the library media specialist, also known as the librarian, to grow in knowledge and appreciation of contemporary literature as well as literary heritage, to broaden their interests and extend their reading through fiction, non-fiction and reference works, to make use of the literature of the arts to help develop and express interests, find enjoyment and increase their general knowledge through the use of periodicals.

"The librarian purposefully selects and meaningfully presents literature that will enrich the student's language experiences and will stimulate their imaginations. Guided discussions, task assignments and questions based upon Bloom's Taxonomy follow these sessions. As a member of the teaching staff, the librarian stays abreast of curriculum development in the various subject areas, trends in teaching methodology and student learning styles. Based on this knowledge, the librarian selects materials appropriate to teacher and student need.

"The library is used all day as well as before and after school. A qualified librarian is assisted by paraprofessional personnel to maintain the library and assist users. The ability to locate information rapidly is becoming an increasingly important skill for the success of students today. The resources of a school library media center should provide each student the opportunity to find appropriate media and materials to meet the needs. The free acquisition and application of knowledge are fundamental to the development of the individual in a democratic society.

"The use of computers in the school library has become an important facet in the school program. Students complete academic assignments for all disciplines, term papers, art work and on-line database retrieval. Computers are available for use with personal software or the library software may be borrowed.

"Resource sharing through the school library system is working and is essential. When a source is not available at the school library media center, the ability to obtain the materials from another library is a valuable asset.

"In order to proceed with education of the citizens of the future, I strongly urge the legislature to continue the work currently in operation and support the school libraries with funding ...."[Long Island Hearing, pp. 82-85]

NICHOLAS SEALS: "Good afternoon, I'm Nick Seals and I'm also a student at Northport High School. I enjoy technical research. I'd like to represent the opinions of Dr. Thompson. I believe that having a computer is exciting for a student to use instead of going through these card catalogs that scare a lot of the students away in doing their reports. For example, people drop out of health classes because they're afraid of doing their reports. If we had some kind of system where we could wait five minutes instead of five days for the information to get to us, I think it would open educational doors for the rest of the students."[Long Island Hearing, pp. 85-86]

...

GLENN GRUBE: "... I'm here both as a superintendent [of schools in Valley Stream] and, most importantly, as a member of the Nassau School Library System Advisory Council.

"Historically, most superintendents do not pay a great deal of attention to the libraries. True, the[y] have not determinedly ignored them, but they have been in so many more urgent, more exciting and more rewarding areas to be involved in and the school library has been relegated a low priority when it comes to allocation of resources and attention by administrators. But to paraphrase, 'the times they are a'changing.'

"The past two-year period has been a most exciting and forward-moving time for school libraries and librarians in Nassau County. The proactive librarian, encouraged and upgraded by the in-service and staff development efforts of the Nassau School Library System, has emerged as a more positive force within the school. The mission of the school library and librarian has been clearly delineated, with emphasis on outreach to teachers and students, technology, and increased involvement within the school and district with ways in which the curriculum can be better presented and shared with students.

"How important has the Nassau School Library System been to this change to a proactive status? I can state unequivocally that this change would not be occurring without NSLS. I have been instrumental in Valley Stream in supporting what is considered one of the premier staff development programs in the State of New York, involved in the Mentor Teacher/Intern Program, Attendance Improvement/Dropout Prevention and, most importantly, an in-district program of teacher retraining and supportive supervision which has resulted in significant, positive and exciting changes in the way teachers teach and how they feel about themselves. Our staff and administration are making more decisions about how we can best learn about, evaluate and use available technology. We have broken down the invisible barriers which kept teachers from working and sharing and supporting each other. NSLS has begun and continues to do the same exciting things for libraries and librarians.

"During the past year, I've personally seen the metamorphosis of some rather and tentative librarians to outspoken, confident, proactive leaders. Across the country, more librarians are making appointments to meet with staff members to discuss better ways to utilize available resources. More librarians are reaching out to teachers and students offering time, energy and know-how which will enhance planning and learning.

"Librarians are gaining new confidence in approaching principals and superintendents about what can and should be done to make resources come alive in the schools. Librarians are advising administrators on implementing technology and avoiding costly and time consuming errors in selecting hardware and software packages for computerizing the library resources. Most importantly, the cluster concept -- a networking of librarians trained in human resource development through NSLS -- has given new hope and opened exciting new avenues of communication among librarians. Students, staff members and administrators throughout Nassau County have already begun to feel the positive directions being inculcated by NSLS through the changes in libraries and librarians.

"The future is already upon us and the impact of technology is most evident in many schools. The school librarian must have the knowledge and confidence to be the expert about ways in which the plethora of resources can be evaluated and effectively used throughout the school. The Nassau School Library System leadership and membership are eager and able to assist teachers and administrators to move through the next decade and then into the 21st century utilizing the best in technology and human resources. The funding of this vibrant and person-oriented program should not only be maintained, but should be expanded to ensure that every school in every district has the possibility of being positively impacted by a proactive librarian knowledgeable of and able to assist in meeting the technical and human needs of administrators, teachers, other librarians and, most importantly, students.

"I thank you for your attention to my description of one of the most exciting programs in which I have been involved. The work ethic, enthusiasm and excitement for what we are doing through the Nassau School Library System is contagious. I hope you've caught it from me. Thank you."[Long Island Hearing, pp. 86-91]

ASSEMBLYWOMAN JENKINS: "... I would like to expand yours to the 33 superintendents of the New York Public School System, because I've never heard anyone implement this policy like you are...."[Long Island Hearing, pp. 91-92]

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EILEEN MINOGUE: I am here today to represent a dedicated staff and countless other workers in the state. How can we help these dedicated workers? By amending Section 31a of the Retirement and Social Security Law to allow school district public libraries to separate their districts if their library board permits it. Library boards are anxious for this action to take place....

"If we want to improve the workings of our libraries, if we want to ensure our staff a great future, we must take action now...." [Long Island Hearing, pp. 92-93]

ASSEMBLYWOMAN JENKINS: "I'm happy that one of our staff persons is here to testify today. ...

"I'll tell you about Basil (phonetic) Park. I spent five years there as a branch librarian and the community is all black and very poor. It is one of the poorest communities in Queens. It sits on the corner of a commercial strip, and the commercial strip is one where there are more drugs than there are in any other part of Queens.

"The branch librarians would ask for a transfer or they would quit and go into the school system. So the director asked me to go there and I went. The first thing I do when I go into a library, I fire the guard. I tell him to go somewhere else. I told the director that I didn't need a guard and he said, 'Yes, you do, everybody wants a guard.' I said, 'I'm the guard.' I told him I wasn't going to have any problems. I may have problems when I first get there, but I'll work those problems out. At the end of three months I had no problems.

"I stayed there five years. Those persons who were dealing with all their problems ended up standing in the corner. I'll tell you how people are. When my father passed away, I had to go back home to another state and stayed with my momma. When I came back those same trouble makers -- they didn't come in while I was gone, but when my car pulled up they came to the car and they said, 'Mrs. Jenkins, we missed you.'

"I enjoyed those five years at the Basil Park Library."[Long Island Hearing, pp. 93-95]

...

ELSIE LIEBER: "I'm ...President of the Nassau County Library Association. I'm here representing a membership of more than 800 men and woman who comprise staff, trustees and friends of the academic, public, school and special libraries of this geographic area.

"...In 1946, libraries began to 'come to life.' During the years that followed, libraries began to 'break the sound barrier' in what George S. Bobinski, Dean of the School of Information and Library Studies at the State University of New York at Buffalo, termed 'The Golden Age' of library expansion. During this memorable period, libraries were transformed -- and transformed themselves through their leadership -- from silent, still, serene citadels of knowledge into humming, buzzing, busy educational, cultural and recreational centers of their communities. With financial assistance from the Library Services and Construction Act the numbers and sizes of their physical plants increased along with increased public awareness and usage.

"While serenity does still prevail to some extent in libraries, libraries have become as much a part of the social and economic strength of their communities as are the schools, religious institutions and businesses of their communities. As the communities in our area continue to expand and sprawl, libraries are becoming the only real non-restrictive centers of these communities. It is in the libraries where life pulsates from morning until evening, including, in more and more instances, Saturdays and Sundays, inviting and enabling people of all ages and all interests to enter, to use, to enjoy -- for free.

"Libraries of all types -- academic, public, school and special, with the coordinating assistance of library systems and Reference and Research Library Resources systems -- work hand-in-glove with one another in educating, satisfying, stimulating library users in their various publics. This is accomplished through interlibrary loan of materials, by sharing and developing bibliographic and other published resources and in numerous other ways that occur on a daily basis. And, of course, the computer continues to link us and serve all of us, staff and certainly our publics, every more efficiently.

"As libraries continue to nurture a lead users through this Golden Age of Library Enlightenment, library budgets need to support such nurturing and leading. Yet, library budgets are being squeezed by more and more uncontrollable expenses. The recent skyrocketing increase in medical insurance is but one alarming example. Another is the upsurge in costs of paper -- print-out sheets, stationery, all kinds of paper -- including that which is used for books. How can a library function without adequate supplies of paper?

"... Of extreme importance to public libraries is the Direct Public Library Aid Program. Another important component is ... coordinated youth services, an area that has been neglected far too long a time and an age group that may well be termed 'in crisis' when one reads the daily newspapers in our state. If we are to continue to staff our libraries with competent, skilled professionals, more money is required for library scholarship programs.

"Our own Nassau Library System does not employ a full-time young adult librarian. They still have an excellent young adult services librarian. She performs on a part-time basis. The Nassau County Library Association is picking up this lag from our own association funds. We have done this rather reluctantly to cooperate with the Suffolk County Library System which does employ a young adult librarian. I think this is an area that needs some attention.

"One other point, if I can take just a moment. We have had, fortunately, two opportunities to offer two English as a second Language courses through the Nassau Library System. At the conclusion of the first series, these are 20 men and women who met for four hours every Tuesday and Thursday morning for a total of 71 hours in our library, with the help of a paid, trained teacher provided by the Nassau Library System funds. After that course was completed, all returned. We offered the second course and got another group for a total of 71 hours. So people from both of those courses have returned, but we no longer have the opportunity to offer this.

"The North Shore area of Long Island is affluent, a lot of them are affluent, however, there are more and more foreign-born residents moving in who wish to gain greater knowledge of the language, to help their children in school, to understand terms when children come home from school. There are also a lot of people who are born in this country who cannot read, and we are in dire need of more help for literacy.

"Also, one other point, we need to continue to staff our libraries with competent, skilled professionals through library scholarship programs. There is a definite shortage of qualified librarians on Long Island. I happen to work for an association library so we're not shackled by Civil Service; we're free to hire whomever we wish.

"As the old song asks, 'How Ya Gonna Keep 'em Down on the Farm After They've Seen Paree.' The people of Nassau County and New York State have seen 'Paree' right in their own libraries...."[Long Island Hearing, pp. 95-101]

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ARTHUR FRIEDMAN: "... I am .... Associate Professor and Chairman of the Library, Nassau Community College; Trustee and Secretary of the Board, Long Island Library Resources Council; Convener, State University of New York Council of Community College Head Librarians; and past-President of the Nassau County Library Association.

"... Today, I would like to offer a short history which reflects the persona of the Long Island library community. The driving forces for this community are cooperation and commitment. These forces contributed to the development of a union catalog of library holdings over 50 years ago -- a regional database containing not just the record of materials held by the 12 public libraries then in existence, but the Collegiate Center, an organization that would become Hofstra University as well.

"The librarians who held responsibility for these collections looked for a means of joining forces in cooperative ventures. They developed one of the first 16 millimeter film sharing circuits in the nation. They promoted interlibrary lending to meet patron needs. They provided the consulting services which would be required to establish libraries in the new communities rapidly developing on Long Island in the 194O's, 5O's and 6O's.

"When, in the 195O's, New York State's educational leadership began planning for future library needs, the Long Island leadership helped draw the blueprints for the 22 public library systems which now serve New York libraries. They envisioned a cooperative arrangement that would allow them to meet the needs common to their institutions while retaining their individual autonomy and 'small town' flavor. The state legislature heard their comments and provided the mechanism and, more importantly, the funding to make their planning come to fruition.

"Within a generation it became evident that another, an additional mechanism was required to serve the informational needs of our population. The leadership realized that a major resource existed in the valuable academic and special library collections of the state. Although informal mechanisms existed between some of the institutions, mechanisms based on individual goodwill and personal relationships, a more systematic and long-term program was needed. It was from this perception of need that the 3R's program was conceived and brought into life. And its creators, who were they? Local library leaders, directors of public libraries and academic libraries, people of vision and style, can-do people who knew what was needed and how to accomplish their mission.

"The New York State legislature has served the process well when it has listened to the 'front-line" troops. It has written good laws and found the needed funds. But the tasks aren't finished. More needs to be done. Support adequate funding for libraries. Make the state's economic contribution to this foundation of education a significant addition to local support. We ask that you monitor regulations. Be sure that legislative intent is not subjugated to a bureaucratic agenda.

"I know the legislators present today are friends of libraries. We've known your record for many years and know that you have supported us. I know you will work to make the needs of our libraries known to your colleagues as well...."[Long Island Hearing, pp. 101-105]

ASSEMBLYWOMAN JENKINS: "... One thing, when you think of libraries you think in parts. In our house, and I'm sure it's in the other house as well, all of the 150 legislators, they want to know more and more about libraries. They use them all their lives, but now that we have been there we're telling them things that they didn't know. So every time they're hearing me say, 'Libraries, libraries, more money for libraries.' I guess I'm getting to be Ms. Library."[Long Island Hearing, p. 106]

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ESTHERINE BONANNO: "...I would like to speak about increased funding for library services.

"I serve as Director of the Suffolk #2 School Library System....

"I especially urge your continued promotion of legislation that allows to continue these library services -- resource sharing, data collection and other related services primarily related to students, services that build life-long learning habits.

"Since 100 percent of our funding depends upon legislative appropriation, it is essential .... Without this increase, our rising fixed costs will defeat the operation and deprive students of the information access that they have recently become acquainted with....

"Also, ... I urge your support of ... [legislation] so that we can raise school materials aid from $2 to $4 per student, with the very necessary maintenance of effort language.

"Likewise, ... [legislation to] permit the purchase of library books as a part of the contingency budget. School libraries should never be allowed to fall to austerity measures. It's a disgrace.

"Each of these bills responds to the governor's promise, and I quote: 'I shall propose increased funding in my budget for textbooks and library materials. This increased support will enable both public and non-public schools to meet the escalating costs of these materials. Children in both public and non-public schools should have the latest and highest quality materials available to them.'..." [Long Island Hearing, pp. 106-108]

...

MADELINE HENDRIX: "... I am the Coordinator of Libraries for the Sewanhaka Central High School District. In addition, I serve on the Board of Trustees of the Floral Park Public Library and the Nassau Library System. I am the immediate past chairperson of the System Council of the Nassau Library System. You might say I care about libraries and am concerned about them. That is why I and many of my colleagues are so pleased that 'one of us' is carrying the banner for libraries in New York State....

"I have three main areas of concern that I would like to share with you today: the local public library, the Nassau County public library system, and, the youngest and therefore most vulnerable system, the school library system and its school libraries.

"My local public library is in a crisis situation. We literally do not have the money to provide the reference books and materials our patrons need and have a right to expect. We have had to curtail the hours of serving our public this year in order to repair our roof. This is a choice which we should not have had to make. Remember, this is 'affluent' Nassau County. Our library does not have an automated circulation system. In fact, as other libraries do automate, we have been buying their old machines because ours could no longer be repaired. Now we are faced with another crisis. This is our last year we will be able to purchase the transaction cards used with our archaic machines. Our village simply cannot afford an automated circulation system. What will we do? Direct aid to public libraries would be a lifesaver.

"The Nassau County Library System has long been a model which other public library systems sought to emulate. Not so today. As demands for service increase, as critical needs are identified, our ability to meet those demands and satisfy those needs decreases. The number of full-time employees of the Nassau Library System has decreased by over 30 percent since 1975. At a time when the governor is proclaiming the decade of the child and every newspaper and TV program is decrying the lack of motivation and skills on the part of today's youth, the Nassau Library System does not have a young adult services consultant. As we approach the 'greying' of America, the adult services consultant has disappeared. At the same time, certain programs have been mandated by our state without providing funding. This has to mean cut-backs in basic services to our members. Ultimately the public library patron suffers. This is simply not fair. We constantly hear of the plight of the poor retiree trying to live on a fixed income in an age of rising costs for basic necessities. That is what the library systems are trying to do....

"My third area of concern is for the young school library systems. In only their third year since New York State mandated them, the school library systems are succeeding beyond anyone's wildest dreams. In Nassau, 54 of the 56 school districts are members, along with the 13 non-public schools. As membership grows, so do the demands on the system, demands that increasingly cost money. The state stresses participation in school library system in its 1986 document 'Secondary Library Media and Information Skills Syllabus, Grades 7-12.' The system is involved with the creation of on-line bibliographic loan and delivery system, and much, much more.

"Just this morning, over 75 Nassau County school librarians met in a workshop to consider ways that school libraries can provide better service to the special child, who is physically, mentally or emotionally handicapped. Last week I was able to get a paper copy of an article that had appeared in a rather obscure educational journal in 24 hours -- thanks to the Long Island List of Serials, a cooperative high school librarian and the U.S. mail.

"Several weeks ago, using NSLS database searching, my superintendent of schools was able to get print-outs of abstracts of articles which he used as the basis of a major address at the recent American Association of School Administrators' Conference. The system has provided services which helped our students compete in the Nassau County Science Fair, Math Fairs and other academic competitions. Before the existence of the NSLS these services were much more difficult to obtain. Superintendents of schools may want a Westinghouse science winner in their district. The Nassau School Library System may make that possible.

"But even if it never makes that possible, the Nassau School Library System and every school system deserves to be supported and strengthened as they go through the throes of growth, for what they can do for every student and school in New York State. They can bring the holdings of schools and libraries all over the state into the grasp of every student. To make that dream a reality, increased funding is needed.

"At the same time, the school libraries themselves need help, a lot of help. Back to Governor Cuomo's 'Decade of the Child.' We need school librarians in every elementary school in New York State. If you read Hirsch or Diana Ravitch on Cultural Literacy you realize how short changed students are today without a school librarian in elementary school. I observed a seventh grade class recently where the librarian was discussing mythology and folklore. It was soon obvious that these children had never heard of Thor or Loki or trolls or even Medusa, of Jason or Anunsi. What a shame! If we are to provide any kind of cultural literacy or help children understand their cultural heritage and that of others, we cannot limit them to their textbooks. We need adequate school libraries and certified school librarians staffing them. Please help us.

"Which brings me to my last point -- adequate school libraries. I'm sure you know that the average school library book costs over $16, that the McGraw Hill Encyclopedia of Science and Technology or Encyclopedia Britannica are close to $100, that the Readers Guide over $125, and school library budgets are woefully inadequate. Across New York State we do not add one book a child each year. The $2 per child aid for library materials purchases about one book for every eight children, if it is used for that purpose.

"There is a popular misconception that school libraries get tremendous amounts of money. Nothing could be further from the truth. Schools and school districts may get sizable amounts, but very little trickles down to the school library. I say 'down' deliberately because, unfortunately, the library is frequently close to the bottom of the administrator's priorities. I would ask you to increase the amount of library materials aid to $4 and to add the maintenance of effort clause that would ensure that the library aid money went to the school library.

"... We know we have outstanding libraries, trying to satisfy the needs of all our citizens. We hope that with the help of you and your subcommittee, the legislature will give us the resources to make this possible...."[Long Island Hearing, pp. 108-116]

ASSEMBLYWOMAN JENKINS: "... During the 22 years that I worked as a librarian -- I worked two years in Brooklyn Public and 20 for the Queensborough Public Library. In the majority of the schools, the counselors and the administrators had little to no interest in the school library or the public library. We had individual teachers in some of those schools that would bring their students to the public library, but the principals and the administrators had no interest at all. You just can't have that; there is no education if there aren't any libraries.

"I think another problem is trying to get the Speaker to understand. You have a Standing Committee on Education, a Standing Committee on Higher Education, and a Subcommittee on Libraries. It doesn't make sense. And education is funded every single year, and libraries every other year. It doesn't make sense. I keep telling everyone who says we have to upgrade education; we do, but if we don't upgrade libraries and keep them up to date, all this money going to education will go down the drain.

"We have to have libraries in every elementary school in this state if we're going to upgrade education is this state. And we have to keep saying it and write letters and get them to listen."[Long Island Hearing, pp. 116-118]

JAYLENE CHIN: "...I am a library media specialist at Half Hollow Hills High School East in Huntington Township. Our libraries play a very important role in the preparation of today's youth, to develop within each individual a love and respect for reading, to provide them with a life-long skill to seek, investigate and discover those concepts which will give them knowledge, pleasure and the power to achieve their highest potential.

"To this end, I would like to express my support ... [for] funding ... [to] provide school library systems the means by which they may continue to develop to become the vehicle through which widespread school districts may share resources and professional expertise. For the regional system, the past three years have been formatively successful, however, increased financial support is necessary to continue to furnish these services.

"Additionally, ... I welcome the increased aid from $2 per pupil to $4 per pupil and commend the inclusion of the new section of the law. ..."[Long Island Hearing, pp. 118-119]

...

LORAINE CHANNING: "... I have been a member of the Council of the Nassau School Library System since its inception. I am the District Library Coordinator of the Hewlett-Woodmere Public Schools and Head Librarian at G.W. Hewlett High School. ...I am both pleased and excited to be able to highlight the achievements of the Nassau School Library System and to illustrate why school library systems are vital to the educational development of the children of New York State and therefore are in need of additional funding.

"Since the mandating of school library systems in 1984, the Nassau School Library System has been a model for all school library systems in New York State. We have judiciously channeled our limited resources in accordance with the state's philosophical goals for school library systems, professional development and resource sharing.

"Our focus on members' professional development supports the New York State Education Department's expectations that a library system make its librarians aware of resources and services. The Nassau School Library System has been able to accomplish this by its publication of 'Linkup,' a newsletter geared to describing successful school library instructional programs and to informing our membership of current changes, modifications and transformations in our field. By inviting curriculum experts, such as Professor Mike Eisenberg of Syracuse University, we have been promoting the integration of library skills into the curriculum in conjunction with the classroom teachers. Last spring we conducted a workshop for district-level administrators, middle school principals, classroom teachers and school media specialists on the implementation of the Regents Action plan and the new mandated library curriculum. Because of its success, units if study were developed and a third workshop will be held this month.

"Also in the area of professional development, Dr. Ken Tewel of Queens College and the National Principals Center in Reston, Virginia, has been conducting courses to train some of our members to facilitate and promote school library media specialist empowerment. These librarians have, in turn, begun cluster groups throughout Nassau County. One-hundred-fifty of our members are involved in this program which focuses on the unique needs of the school librarian. Our members are anxious to have their professional skills enhanced; we therefore, in cooperation with our local BOCES, have sponsored 12 in-service courses this year. Prior to the creation of the Nassau School Library System, there were no workshops, no courses, no publications, in short, nothing was done for the professional growth and development of the school media specialist.

"In our three years of existence we have made remarkable progress in coordinated collection development by sharing and planning within our system and with the three Suffolk County School Library Systems. The four systems have developed a union catalog database. Each systems' members have contributed a specific Dewey area so that the database is balanced. As of September it contained over 150,000 titles.

"In our system we have approximately an additional million-and-one-half titles to be entered in the database. Each entry costs fifty cents. This year all we had for conversion was $17,000. Our microfiche union catalog will cost $15 per copy. We have 266 member school libraries in 54 school districts. Our members have enthusiastically embraced the concept of interlibrary loan. For example, last year in my school I borrowed 257 periodical articles and 306 books. The delivery systems cost the system $5,000 and yet delivery was only once per week. Our members need better service but we cannot afford it.

"We are proud of our accomplishments and the dedication of our Director Carol Kroll and our members. However, we cannot continue our activities at the present level of funding. The sum of $147,000 is not adequate to meet the demands of a system as large and vital as ours. The work in professional growth and cooperative collection development, interlibrary loan and database building cannot proceed without additional state funding. The state has planted a seed that has sprouted and begun to grow. Now it needs to be nurtured...."[Long Island Hearing, pp. 119-124]

...

SLUVKA LEIGH: "... I am currently the chairperson of the Central Library Advisory Committee in Suffolk County. I want to speak about the necessity for sustained higher annual increases in funding for the central libraries....

"In 1957, almost a decade after establishing the systems, the Commissioner of Education on Public Library Service issued a report which recommended that, 'The core of all system-wide services will be the central library. To it readers will come for special reference services and involved information searches. In it will be housed the largest book collection, the reservoir which all the community libraries may tap to meet the needs of the readers.'

"Since their inception in 1958, the central libraries have been an integral part of the New York State systems, struggling to fulfill their mission in the face of inadequate funding. The increases in funding to central libraries seem to occur no more frequently than every other year. When they come they are not large enough to cover the increments in staff salaries and staff benefits, the continuous rise in the cost of materials, or the expenses of the operation of the central library programs.

"In Suffolk County, central library funds are used for salaries of three reference librarians at the Central Library and one located at SCLS who provide in-depth reference service to county residents, either directly at the Central Library via telephone or written request submitted to SCLS by member librarians on behalf of their local patrons. These librarians are assisted by two full-time clerks and hourly clerks and/or pages. The majority of their time is devoted directly or indirectly to central library functions.

"Central Library funds are also used to maintain a partial federal, state and county documents depository maintained at the SCLS Service center, to serve the documents needs of the member libraries and of all the residents of Suffolk County. The collection also contains state and county documents. It is staffed by a trained documents librarian, part-time, the librarian's secretary, a clerk-typist, and some hourly help.

"In the fiscal year 1988-89, $301,000 will pay salaries and benefits only of 4.5 professional librarians, four clerks and 87 page hours per week. Despite increase in funding in 1984 and 1986, 1.5 professional positions and 20 page hours per week have been removed. For the same reason during the fiscal year 1985-86 to 1988-89, the Central Library had to retrench on microfilming of local newspapers, acquisition of books, periodicals, microfilm and juvenile library materials. The cost of this loss is $15,000. The operation expenses during that same time increased by $22,000 over the available funds.

"The Central Library's direct services to member libraries are extensive. Here are some statistics to illustrate this point: in 1987, the Central Library received 8,998 telephone and written reference questions. Their complexity and sophistication have grown over the years, many require database searches. The library filled over 10,000 interlibrary loan requests, sent out more than 12,000 photocopies of requested periodical articles, and had 54,000 plus in direct access circulations.

"Once there were two co-central libraries in Suffolk County; inadequate funding caused one of them to withdraw. Conversations with the director of the remaining Central Library indicate that without significant annualized increases this library will be unable to continue to provide the Central Library services and will be forced to pull out.

"At present, the Central Library receives annually $346,742. In the event no increase in appropriations in 1988, this service will suffer further operating and material budget cuts of $10,000....

"As was the original intent of the Board of Regents, the member libraries have come to depend on the services of their Central Libraries...."[Long Island Hearing, pp. 124-129]

BARBARA DIAZ: "... I am the Director of the Library Audio Visual Services for the Farmingdale Public Schools in New York. I am also Vice President of the Long Island School Media Association, and I am on the boards of other local library organizations. ... I am here to address issues of interest and importance to me personally and professionally.

"Farmingdale Schools support the Nassau School Library System by being a member of this system and as a participant we have benefitted from many essential services. As a director of school library media services in a district of approximately 6,000 students, I am keenly aware of the need for networking and cooperative resource sharing. Although in its infant stages, library automation and technology is becoming a reality in Farmingdale. Our high school library is currently a part of an on-line catalog that is being created through the Nassau School Library System. A database of materials is being set up through retroactive conversion and through newly acquired acquisitions. In the foreseeable future our whole high school collection will be on line, and we will be able to network and share our holdings with other districts.

"In further support of Nassau School Library System, is the wealth of educational experience the Farmingdale school librarians have received through in-service staff development courses, through local, informal cluster group-type meetings and through information disseminated by formal group meetings held five times a year. Topics of discussion have varied. At one formal liaison meeting, personnel from the State Education Department discussed the school librarian's role in the implementation of the Regents Action Plan. At other meetings, committees have been set up to meet and develop strategies for implementing automation in the school libraries, as well as sharing special services such as addressing the role of the library media specialist in dealing with the needs of special and gifted children. The Nassau School Library System selects topics to deal with as needs and develop amongst its members, topics timely and pertinent.

"The Nassau School Library System has been a support system and has bridged gaps not only within districts, but between districts. It has disseminated information and serves as a clearinghouse for standards, local library practices and services. It is for these reasons that I urge you to pass legislation that will increase these services to our districts.

"Another issue of importance is the need to seek legislation that will require certified school library media specialists to be made available to each elementary school building to work with teachers and students. The Farmingdale School District is fortunate in that we employ qualified elementary school library media specialists, but not all districts staff their elementary libraries in this manner. School library media specialists are teachers who support curriculum, teach students organizational and location skills, teach the research process and direct in reading guidance. All school districts should be able to support their students by requiring qualified school librarians.

"Finally, in order to further enhance the school library media program, there must be support of instructional programs that can only exist by providing adequate funding for library materials and collection development. I am, therefore, supporting the request to increase the $2 per pupil state funding for the purchase of library materials, and I am requesting that the revision include a maintenance of effort requirement based upon the 1984-85 school year. Maintenance of effort must be part of the package because without this some school districts are claiming that the minimum amount per student is being met within their local budgets, and they are not using the per student library aid appropriately. This aid must be clearly stipulated to be used in addition to the local district's yearly amount budgeted and maintained. This will allow for a constant and new supply of materials yearly....[Long Island Hearing, pp. 129-134]

...

VIVIAN FREILICHER: "... I am the school library media specialist for grades 6-12 at Woodmere Academy, a private school in Nassau County. I have come here today to ask for your support of the ... the $3 per student library materials and maintenance of effort provision, the mandating of elementary school library media specialists, and particularly for school library systems.

"The Nassau School Library System, to which I am a liaison, has been an important part of my professional life for the past two years. Typically, librarians in schools work in isolation from others in their field. One day a wonderful thing happened. I received a notice that the Nassau School Library System had been funded and I was invited to be the liaison from my school. From the first meeting I reaped the benefits for myself and my students. In cooperation with LILRC, our holdings became part of a union list of periodicals which made it possible for me to call other school libraries to get magazine articles that my students needed for their research and to have them delivered within the week.

"I have participated in building a database of books so that all students in NSLS member schools may have the most extensive and comprehensive resources available to them. The speakers who shared their expert knowledge with us at liaison meetings have helped keep me abreast of the latest technology, so that I can guide my students in becoming active participants in the information age. NSLS-sponsored workshops on topics such as the Regents Action Plan and Meeting the Needs of the Special Child, which I attended this morning, provide invaluable hands-on experiences that I can share with the other teachers in my school. Together we can use our new skills to improve the instruction of our students.

"For me, being a Nassau School Library System liaison has been especially rewarding. I have been privileged to have taken 80 hours of System-sponsored courses on group leadership skills with 15 leading school library media specialists. We have learned how to work collectively and more effectively with our administrators and fellow faculty members. It has been particularly helpful in involving classroom teachers in carrying out the goals of the Regents Action Plan. The librarians in my courses and I have become a professional support network for each other. We feel comfortable calling on each other for the varied strengths and resources each of us has to offer.

"In December, the culmination of the courses took place. We formed cluster groups of Nassau County school library media specialists. I am one of 15 facilitators working with a total of 120 school library media specialists from throughout Nassau County. My group, as do the others, voluntarily meets after school hours, so that school librarians will no longer have to work in isolation as I once did. My role is to help them assess their needs for professional development, to learn to work collaboratively within their school buildings, and most of all, to become more effective in working with students. ..."[Long Island Hearing, pp. 134-137]

...

PATRICIA KATZ: "Thank you for your ongoing concern and support of libraries of all kinds in our state. As you already know, school library systems form a network for strengthening our school libraries through materials sharing. They do this by converting book and magazine catalogs into combined computer catalogs. In this way, our faculty and students can know the location of resources they may need.

"The school library systems offer opportunities for staff development and professional growth. They provide a linkage from one school library to another, and from the school library system to other library systems and to the State Education Department.

"Each school library system is unique. The Suffolk 3 School Library System's schools serve the most affluent and the least affluent. We have honors students and we have low functioning students. Many of our students come from single-family homes, many are from minority groups, many are disadvantaged. Our schools range from the most progressive in the state to very basic service. Some of our elementary schools do not have library media specialists.

"Every school library, its faculty and its students need the school library system in a special way. The low functioning student needs unique kinds of reading materials, mature in social content, low reading level. The gifted student needs a wide range of materials, often focused very narrowly. The student with English as a second language has special reading problems. Each student has an individual learning style and particular interest. All students can now look to unlimited availability of reading materials for research or for fun. The worlds of ideas is offered to the student through a school library system.

The Suffolk 3 School Library System is its diverse cluster of libraries, each with strengths and experiences, each with frustrations and problems. Through school library system workshops, in-service, council and liaison meetings, special groups, local conferences and our newsletter, a powerful source of mutual growth has developed.

"With the advent of school library systems, many school libraries are in the limelight. Progressive technology has been initiated. Individual schools in our region have produced their own computer catalogs. Vast resources are now offered through our databases. New information products are finding their way into the school library to help our students. Our unified voice and the leadership and direction of the school library system, has drawn the support of administrators and faculty.

"School library systems have lighted a fire. The momentum of change and enthusiasm should not stop, but we need your help to keep it going. Without a better level of funding, we won't be able to provide for more than basic service. And some basic services such as document delivery will be limited. Fixed costs will seriously cut back our ongoing problems. We don't want to lose what we have achieved. ..."[Long Island Hearing, pp. 138-141]

...

DOROTHY HANRAHAN: "... In June 1987, I retired after 32 years as a librarian. Twenty-six of these years were spent as a high school librarian in Hicksville, New York.

"I continue to be involved with school libraries through the Nassau School Library System, because I believe so strongly in school libraries and the work being done by the Nassau School Library System. Like other teachers, school Librarians are threatened by that phenomena called 'burn out.' Years of frustration with budgets, trimming of services, difficult students, inadequate staffing, assumed or presumed administrative indifference, take their toll. A sense of powerlessness and isolation develops.

"The antidote for 'burn out' is networking, and networking is what the state has made possible through its systems. Through the sharing of resources, experiences, strategies and knowledge, school librarians have been brought into the vast pool of information services in a way new and exciting. Everyone benefits, the entire educational community, students, teachers, administrators, community, and especially librarians who are able to offer better service.

"In a time of diminishing resources, it is extremely important to make the widest use of what we do have and to provide access to information at all levels. The democratization of learning is expanded when students from poorer districts have the opportunity to use outside services which would otherwise be unaffordable and unavailable.

"The school library is a basic step in fostering a feel for libraries and a desire for lifelong learning. The sense of being 'plugged in' to the greater world of information and information disseminators is a powerful energizer which is transmitted to students, faculty by school librarians who see themselves as involved and active participants.

"This is the part that I want to stress: the role of the clusters and the school library systems. They have energized people who were -- let me put it this way, they were dedicated, confident, hard working, but lacking a certain feeling that apparently they were alone at times. There is so much energy now and it's wonderful.

"I strongly urge you to continue and expand your support for the school library systems. ..."[Long Island Hearing, pp. 141-144]

ASSEMBLYWOMAN JENKINS: "I went in the public schools in New York and Kentucky, and I know my own school did not have a library. But you know, I don't remember any of my textbooks in elementary school. But I can remember the stories that our teacher read to us, and when I was in the first grade I can remember my first grade regular curriculum. She loved books herself. So you see, the textbooks you forget, but you don't forget when someone is reading to you. I'll never forget that; I don't remember much else about first grade but I do remember those stories.

"I was a children's librarian for 10 years. And from all the work experience I ever had, those 10 years were the most rewarding. I never asked to be a branch librarian; they forced me into it. A children's public librarian is a counselor. I don't think people realize that when that child gets out of school at 3:00 and runs into that children's room, that child's parents are working, and the children's librarian sits there and listens to what the children have to tell her. It's a beautiful experience dealing with children, being a children's librarian.

"I don't know how we can get the message out, and we're doing a much better job now than we have ever done, but we have to get it out and we have to get those children's librarians in the schools, we have to get them in the public libraries, and we have to come back to oral story-telling the way it used to be years ago. We're going to work on that.

"I guess this will end our hearing. I'm so happy that Tom said, 'Come to my district.' I hate to tell the other people that this was the best hearing we ever had. Thank you all for taking the time from your busy schedules."[Long Island Hearing, pp. 144-146]

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EXHIBIT TWO, PART 5:

ASSEMBLY SUBCOMMITTEE ON LIBRARIES
PUBLIC HEARING

"LIBRARIES IN THE 1980'S"

Spring Valley, New York
10:00 a.m., March 10, 1988

TRANSCRIPTION BY:
Donna M. Yahner
731 Hampton Avenue
Schenectady, New York 12309
(518) 372-1883
[hereinafter, sourced as Spring Valley Hearing]

APPEARANCES:

ASSEMBLYWOMAN CYNTHIA JENKINS, Chairwoman
Assembly Subcommittee on Libraries

ASSEMBLYMAN SAMUEL COLMAN, Member
Assembly Subcommittee on Libraries

WITNESSES:

Samuel L. Simon, Director
Finkelstein Memorial Library

Robert Finkelstein, President - Board of Trustees
Finkelstein Memorial Library

Alma S. Romano, Friend
Finkelstein Memorial Library

Dorothy Shectman, President
Library Association of Rockland County

Manfred Mayerfeld, Library Media Specialist
Spring Valley High School

Christine Webb, President
East Ramapo PTA Council

Barbara Levinson, Director
Rockland County School Library System

Ann Letzter, Children's Dept. Librarian
Finkelstein Memorial Library

Dr. Diane Ges, Coordinator of Special Projects
East Ramapo Central School District

Betty Melone
Martin Luther King Multi-Purpose Room

Clair D. Burgeson, Dir. of Libraries & Audio-Visual
Ramapo Central School District

James Mahoney, Director
Sloatsburg Public Library

Patricia Scheiner
Elementary School Library Media Specialist

Richard Anglin, Director
Ramapo Catskill Library System

Ella Stedner, Librarian
Cragsmoor Free Library

Holly Freedman, Executive Director
Arts Council of Rockland County

Mary Jane Schmidt Director
Newburgh Free Library

Grace Meyer, Director
Piermont Public Library

Grace Patterson, Librarian
Rockland Community College

EXCERPTS FROM THE TESTIMONY:

ASSEMBLYWOMAN JENKINS: "Good morning and welcome to this our last hearing on libraries in New York State. ...

"...These hearings have been very interesting and very important and we've learned a lot.

"...We will begin our hearing with Samuel Simon, the director of this beautiful library, the Finkelstein Memorial Library."[Spring Valley Hearing, p. 4]

SAMUEL SIMON: "I just want to take a moment and clarify something that came up about the Martin Luther King Center since I have enough history to remember it. I will take the liberty ... to introduce the man for whom this library is named, the Robert H. Finkelstein Library. Mr. Finkelstein is sitting right here."

...

ROBERT FINKELSTEIN: "First of all, originally -- it's named after me, but only this particular wing is named after me. It is the Finkelstein Memorial Library. I'll go back to 1938 when my family became involved. Prior to that it was a little storefront library, totally volunteers, the whole thing. My grandfather passed away in the year 1938, and my father and his brothers wanted to do something to memorialize him. We thought of a number of things. My great uncle, Samuel Burge was then the president of the library board, as a matter of fact, he was one of the founders of the library in 1917.

"So, as I say, my father and his brothers built what is the Madison Avenue little building as a library, the library then had its first home. My father served on the board until his death in 1960, at which time I and my uncles decided that we would do something to memorialize my father. We then added a small little wing on that building, which became the children's room. ...

"Later on ... we continued the family involvement with the library, being responsible for the purchase of some additional land and so on. I have been president of the board since 1962. For some reason or another my co-board members decided that when this addition was built they would name it after me, a totally undeserved honor, but I appreciate it very much.

"The one thing that I would like to say ... and I think a lot of the libraries have done it, in 1963, with the help of Merrel Colton [phonetic] who was then Superintendent of Schools, at his urging we converted from a free-association library to a school district library with ... the power to go directly to the people and present budgets. And I think that was one of the greatest moves we have ever made. It did permit us to go from 1963, the year that we were an associated library and became a school district, a budget of $18,000 a year to what our budget is today. I don't know what it's going to be next month but with the support of the voters in the district it may go up a little bit. Thank you."[Spring Valley Hearing, pp. 5-7]

SAMUEL SIMON: "... I just wanted to say about Martin Luther King, it was known then as the Martin Luther King Reading Room. At that time it was supported with a $7,000 allocation from the Town of Ramapo, the Town of Clarkstown, because the reading center sat in the middle of both Clarkstown -- or a piece of it was in Clarkstown and a piece of it was in the Town of Ramapo. The East Ramapo School, $7,000, and the Village of Spring Valley, $7,000, and the library $7,000. That was the total funding for the reading room.

"We did that for a great many years and then the State Department of Audit and Control ruled that the East Ramapo School District and the library was double taxing its residents and could no longer do that kind of thing. So we had to withdraw the support, however reluctantly. But the reading room is still, I think, receiving support from the Town of Ramapo and the Village of Spring Valley and perhaps the Town of Clarkstown, I don't know, the library has sort of removed itself from the governance of the reading room but we take a very healthy interest in trying to keep it going and keep it supported as much as we can.

"I can's speak strongly enough for whatever kind of support you can find for that multi-purpose center to obtain. It's really very vital that we have it, and we have an excellent collection, particularly dealing with black culture that needs to be supported. I hope that comes about fully.

"I want to welcome you first, and I am so happy -- there's a Yiddish expression, we all know the most common ones, but this one is called quell. If you don't know what quell means, it means like if you're a new grandparent you quell, because all of you people are here I'm quelling because you're saying such nice things about libraries and you're here in this beautiful new building. I hope that the staff here will have an opportunity to take you through the building and show you some of the wonderful features of it. We're very proud of it and we're very proud to have you enjoy it with us.

"I also knew I had something very strongly in common with Mrs. Jenkins, not just being a librarian, but she spent some of her time in Brooklyn and I spent about 13 years with the Brooklyn Public Library. It was a fabulous library and it still is I'm sure a fabulous library.

"I'm an old library hand, I've been around the state a long time and looking at John Dubronski (phonetic) over here, the librarian of the North Rockland Schools, and John and I served on the Governor's committee on that time when they had the first White House Conference. There's a history even before that. I've been very active in both the professional and the national associations, and I think librarians need to still keep up the momentum; there's so much to be done and we seem to just now coming in our own in being strong advocates for what we need. We know what this society can use in the way of library service and we have to do a heck of a lot more to try to make it happen.

"This library ... is a member of the Ramapo Catskill Library System. The system has a membership of 50 libraries that encompass Orange, Rockland, Sullivan and Ulster Counties. As a host library for this hearing, I want to particularly commend Ms. Jenkins and Sam Colman for making this hearing possible. I hope this won't be the first time and I hope that you'll be able to turn to us whenever you need facts and figures and assistance in trying to move legislation along. We know it's a very difficult process, there's an awful lot of bargaining and competitiveness in terms of the dollar. We want to do our part.

"... The Finkelstein Memorial Library is viewed by many as a well supported library. Nonetheless, we view our own efforts as falling fall short of what this community requires. How to increase the level of services without diminishing quality and without burdening the local taxpayer poses a real challenge. We see too many children unable to read well enough to progress in school, too many school age young people in and out of school who are unable to complete a job application. When my secretary typed this she said you can believe it, we have people coming in the office that want a part-time job and can't fill out an application. We see too many elderly people who haven't the means or the physical stamina to visit the library but need our services. We see these groups and more who touch our hearts and stretch our already limited resources.

"... All of the areas are very important: the direct aid to public libraries, the monies set aside for literacy activities and the provision for funding libraries on an annual basis. The high tech society in which we live requires speedy access to information. The State Education Department has recognized the need for libraries to automate and to do more resource sharing. Many libraries in New York State are making a start in this area. Automation is a costly venture. The speed with which libraries will be able to move will, in a large measure, depend on the financial support given by the state, not only for the conversion of library records, but for the purchase of equipment and staff training.

"... Library budgets can be stretched only so far. This year libraries, with the same dollars, will have to absorb about a 20 percent increase in the cost of books and magazines and anticipate staff salaries to continually increase. Most public libraries will have to budget more money within the next two years in order to meet New York State public library standards.

"Those of you who value libraries understand that the state monies allocated to our libraries are well invested. The investment is in our children, in our business community, in our elderly, in short, in our society. Please listen to our voices and act upon our requests...."[Spring Valley Hearing, pp. 7-14]

ASSEMBLYWOMAN JENKINS: "And thank you for opening your doors to this hearing. You know, when I was a working librarian, and once a librarian always a librarian, I never thought about how much periodicals cost. I would just pick up Newsweek and U.S. News and World Report; I always liked to read those type of magazines. All the newspapers, I read all the newspapers, but when I became an elected official I don't have time to go to the library to read them and I can't afford to buy them. I can't afford to buy all these newspapers that I was reading in the library. I can't afford to buy all those periodicals. All of a sudden, I was working in this library and never thought about the cost. I'd just take them off the shelves and read them. So these are things I tell people. We have to have the money...."[Spring Valley Report, pp. 14-15]

ALMA ROMAN: "...The Finkelstein Public Library has attempted to provide quality service for all our residents in the community throughout all of the years it has been in existence. The reference service has been invaluable to many of us, both by telephone and personal services whenever we have the opportunity and need to visit the facility.

"We have grown, our population has moved at a rapid pace requiring an ever-increasing amount of information for our families including ourselves, our children in various stages of growth and development toward their maturity, both, may I add, mentally and physically.

"Yet at this juncture, I came to ask your consideration to explore all efforts to increase the funds for our young adult collection. We do not propose to duplicate the school collection, but rather to supplement it. This information is necessary in order to assist the young people in their endeavors, both in the areas of extra curricular activity and along with the hope this collection will assist the young adult population with information and materials to help them reach their full potential in their efforts to secure long life, employment, education and a long life, employment, education and appreciation for learning and knowledge, and go on to become caring people, good citizens to this community and our nation. ...

"I have about six hats, none I'm wearing today with a sign on it. I'm a member of the Human Rights Commission, I'm a manager of the homeless shelter, I'm a member of the planning board and few other things."[Spring Valley Hearing, pp. 15-16]

ASSEMBLYMAN COLMAN: "Mrs. Roman, in what capacity are you speaking about?"[Spring Valley Hearing, p. 17]

ASSEMBLYWOMAN JENKINS: "I have also been working with the Systems Study Committee in Albany and we are taking every opportunity to see the community and hopefully that we will be able to get sort of a microscope as to what the entire State of New York will be moving towards in the 2lst century...."[Spring Valley Hearing, p. 17.]

ASSEMBLYMAN COLMAN: "Is there another library in Rockland County that has a young adult collection?"[Spring Valley Hearing, p. 17]

ALMA ROMAN: "Yes, most communities do, but being a proud parent and being a member of this community -- I ... think ours is the best collection. And we want to improve it. However, I think because of the vast amount of information, what we need to is to have a focus on strong collections, maybe art or adult in the various different libraries -- some may do business, some may do young adult, others may do scientific material and so on. But since this is a central location and now that the Assemblypersons know how to find Spring Valley, we feel that even though New City is the county seat we are counted as the center of the county."[Spring Valley Hearing, pp. 17-18]

ASSEMBLYWOMAN JENKINS: "...For those of you who do not know, before becoming a legislator I was a public librarian. I worked 22 years in the public library system, two years at Brooklyn Public and 20 years in Queensborough. If I were not a legislator, I would be somewhere out there for 20 more years....

"Six of those years were as a children's librarian, and 12 was as a branch manager. But the most enjoyable years were the years I was a children's librarian."[Spring Valley Hearing, pp. 18-19]

ASSEMBLYMAN COLMAN: "For those of you don't know, before I became a legislator I had time to go to libraries.

"Now I only have to read what I must read."[Spring Valley Hearing, p. 19]

...

DOROTHY SHECTMAN: "... I would just like to say that I wear many hats. I am the president of the

Library Association of Rockland County, which includes every type of library -- academic, public, school, special also. I am also a director of a public library in Tappan, New York. I am also a member of the School Library Advisory Council, so I'm involved with school libraries. I am also a member of the New York Library Association Legislative Committee....

"My main concern today is to talk a little bit about funding for public libraries, perhaps in a way that has never been tried before. ...[I] [A]dvocate direct aid to public libraries, one basic amount plus a per capita for each public library. I feel this is the fairest way for public libraries to get equitable distribution from this state. When you give money to a system and it trickles down to the public libraries, sometimes the trickle becomes a very small stream by the time it reaches one of the very small libraries in the county.

"The second thing that bothers me is literacy volunteer programs. Right now, this is a very important issue. Those of us who participate in it find with all the red tape and all the paperwork, money becomes very scarce in this program. If we're funding on an every-other-year basis, as has been the practice in the past 20 years, one year there is no money for literacy and what happens is the local libraries have to pick up the deficit. So this is an area that I wish that everybody would be more concerned about perhaps so that we could be funded on a regular basis, every year, for something like literacy.

"The third thing is the statewide automation that has now been mandated by the state. It's a wonderful theory, statewide automation; networking is terrific, we all love it' we love the sound of it, we love to be able to press buttons and be able to contact anybody anywhere. However, the small libraries cannot possibly participate in any automation project unless money is forthcoming [for] ... their systems from the state so that we can at least, oh, I don't know, buy computers, buy modems, pay for telecommunications costs. This kind of thing a small library just can't expand their budget to do. It's almost impossible. We try to set aside small sums and then we find out a terminal costs $10,000. My God, that would buy a tremendous amount of books, and most librarians would rather spend it on books at this point.

"So if the state is going to mandate networking and is going to mandate the fact that we all have to participate in automation, I say fine, but I say please help us, otherwise we can't do it, it's just not financially feasible.

"In conclusion, I would like to reiterate the one point, this every-other-year funding for libraries really produces a deficit on the year that we don't get funding, because the funding remains at the same level for two years in a row, costs do not. Therefore, we are in a hole the second year and what happens is we get funding the third year and that has to help pay for the year we did not get funding. In other words, we're one step backwards if this continues to go on. I would advocate at least an effort to fund public libraries, school libraries, school district libraries, all types of libraries, at least every year....[Spring Valley Hearing, pp. 19-23]

ASSEMBLYWOMAN JENKINS: "This is what we've been trying to do, to tell the Speaker of our house that libraries need to be funded every year the same way schools are. Public libraries, school libraries, all of them have lived on every-other-year funding. They always fund libraries, they get it on the years of the elections. The years that we're not running libraries don't get any money.

"What we're saying is that you cannot have excellence in education, and Cuomo talks about the Decade of the Child, when a picture book costs $14.00 and the child walks in the library and can't get a book. We've got to keep saying, and I want you in the field to keep saying, that if Cuomo wants the Decade of the Child, you have to give us the money so by the year 2000 we're going to have these children the way you want them...."[Spring Valley Hearing, p. 23]

...

ASSEMBLYMAN COLMAN: "I'd like to ask you a question. This is a non-school district library?" [Spring Valley Hearing, p. 24]

DOROTHY SHECTMAN: "Yes, it's a free association public library."[Spring Valley Hearing, p. 24]

ASSEMBLYMAN COLMAN: "How are you funded? I'd like it for the record because there's a lot of libraries, every library is different and everyone's funding it differently. Where does your stream of funding come from?"[Spring Valley Hearing, p. 24]

DOROTHY SCHECTMAN: "Our stream of funding basically is from the municipality of Orangetown. We have four hamlet libraries in the municipality of Orangetown. We provide one budget for the four libraries and the town either approves or disapproves. We then divide up the monies that are received from the municipality."[Spring Valley Hearing, p. 24]

ASSEMBLYMAN COLMAN: "How has your budget been in the Town of Orangetown?"[Spring Valley Hearing, p. 24]

DOROTHY SPECTMAN: "They have been very accommodating, but of course you must realize we are in a peculiar set up; as you said, most libraries are funded differently. We were set up by a special law that was enacted in the New York State Legislature. We can only ask for a 10 percent increase every year. This is for four libraries, so that is the maximum we can ask for under the law which we are set up."[Spring Valley Hearing, pp. 24-25]

ASSEMBLYMAN COLMAN: "Is there any library in Orangetown that has access to taxpayers directly? "[Spring Valley Hearing, p. 25]

DOROTHY SHECTMAN: "We have access to the taxpayers in the sense that our municipality acts as a tax collection for us and then apportions the money to us."[Spring Valley Hearing, p. 25]

ASSEMBLYMAN COLMAN: "But you don't go to the taxpayer?"[Spring Valley Hearing,

DOROTHY SHECTMAN: "No, only if we have a special issue. For example, we do get some money from the school district, a very minimal amount. That's because we went to the people with a referendum and said, 'Look, we provide these services for the children of Orangetown. We also have become known as homes for latch-key children who end up there after school because it's a safe place for them to be until their parents pick them up. We have after-school programs.' So the school board took it in their hearts to say, 'Okay, go to the people with the referendum. If they approve, we will give you money from the school budget.' And they do, they give us a minimal amount, however, it helps. Right now we get $30,000 per library."[Spring Valley Hearing, pp. 25-26]

ASSEMBLYMAN COLMAN: "It's not a percentage...." [Spring Valley Hearing, p. 26]

DOROTHY SHECTMAN: "That's right. And we're receiving the same amount forever until we feel we want to go back to the people again and ask for a referendum." [Spring Valley Hearing, p. 26]

ASSEMBLYMAN COLMAN: "If you could, would you like to transform the libraries in Orangetown into a district library that has access to the taxpayers?"[Spring Valley Hearing, p. 26]

DOROTHY SHECTMAN: "It might work out well for us on one hand. It was tried once. The question was put to the people and they turned it down. It was turned down some fantastic 15 to 1, 17 to 1 it was." [Spring Valley Hearing, pp. 26-27]

ASSEMBLYWOMAN JENKINS: "You have no friends."[Spring Valley Hearing, p. 27]

DOROTHY SHECTMAN: "No friends."[Spring Valley Hearing, p. 27]

ASSEMBLYMAN COLMAN: "Because at the Finkelstein Library I don't think we ever lost a budget request."[Spring Valley Hearing, p. 27]

DOROTHY SHECTMAN: "Well, I think as a whole the people of Rockland County are very supportive of their libraries. You must realize there have been years where the cost of inflation has been so great and peoples' taxes were raised and people rebel every so often at having to spend a little extra money. The best way we found to counteract that is we break the figures down so that when we come to the public we say to them, 'It's going to cost you $15.70 per year, per family, to pay for library services if you approve our referendum.' This seems to get to the people. You know, if you break it down low enough so they know what to expect every year -- of course, libraries, as you well know, are usually the bottom of the list of priorities. Other things come first, new fire trucks, new police cars -- I understand that, I live in a community where I like that, too. But it's just that libraries need to be considered more. They're sort of ignored."[Spring Valley Hearing, pp. 27-28]

...

MANFRED MAYERFELD: "... I am employed by the East Ramapo Central School District, Spring Valley, as a secondary library media specialist at Spring Valley Senior High School.

"... Now as Dr. Shectman just said, libraries are cut always on the bottom and I'd like to address a little towards that. Somehow, for years libraries in general and school libraries particularly have not been getting the financial support needed to develop the excellent programs and maximum service to patrons. School libraries have been particularly short changed because as districts develop their budgets each year, the libraries are constantly cut and starved in favor of other programs. For example, many years ago when I was working in an upstate rural district no funds were provided for the purchase of library materials, while at the same time the district provided free bus transportation for the students to attend football games at other schools.

"In our own district, the very modest increases of our library materials budget in recent years have had to be fought for in competition with many other worthwhile programs. Our educational systems are being held to task for the poor reading achievements of our youngsters, yet somehow we find it most difficult in providing funding for suitable reading materials. It is also unfortunate that school libraries generally do not have strong spokesmen and advocates to present their needs directly to the people who control the purse strings.

"Although we have worked and are continuing to work with our school administrators to remedy our budgetary problems, we are also approaching you, our legislators, to provide enabling funding to provide better library service to our patrons.

"...In addition, I'd like to call to your attention some specific problems.... First of all, I'd like to speak to you about elementary libraries and schools. The State of New York, under Section 207 of the Education Law, Section 91.1...-- the State Education Department mandates that every school provide a library. Now there are some minimal standards of library collections for secondary schools but none for the elementary schools. In other words, if an elementary school in this state were to provide a closet housing a dozen books and designate this as a library, the New York State requirement would be met. We therefore urge you to pass legislation that would define what a library really is, and defining it is not enough because you have to pass the funding for this.

"The second thing I would like to call your attention to is library teachers. Again, the State of New York, under Section 270 of the Education Law, Section 91.2 -- by the way, this has been on the books since 1974 and hasn't been revised since. Now the state requires library teachers for secondary schools but it does not require them for elementary schools. So therefore officially no library instruction is given to students until they reach seventh grade in many school districts. A few years ago the Regents came out with a new Regents Action Plan and they wanted to mandate library instruction at a lower grade but they couldn't because the state does not mandate library teachers.

"By the time the students reach the seventh or eighth grade, they have missed out learning many valuable library skills. At the secondary level the state mandates one certified library teacher, this is part E in the regulations, for a school of between 700 and 1,000 students. Then it asks for one additional certified school librarian for each additional 1,000 students. Some districts interpret this to mean that a second library teacher is not required unless enrollment reaches over 2,000. In other words, we need one library teacher for 1,000, but we don't need a second one unless we have 2,000.

"With today's rapid changes in technology it is imperative to have fully trained certified personnel who are familiar with both print and non-print materials as well as new computer technology. We therefore urge you to provide for the employment of certified library teachers in our elementary schools, as well as to improve and better define the secondary ratio.

"Along with the need for professional librarians, we also have a great need for clerical staff and a lot of schools do not provide enough clerical staff so that the professional people can attend to their professional needs.

"The third item I'd like to address myself to is the budget for library materials. In many school districts budgetary allocations for libraries are totally inadequate. The New York State Education Guidelines recommend that schools allocate as a minimum one percent of their net pupil expenditures for the acquisition of library materials. So in other words, let's say in a district like ours the cost for students is $6,000 or $8,000, but then each library that we should be allocating according to this is about $60 or $80 per student for library materials. I'm saying an allocation of only half that amount would be a great improvement over the small allocations we are now getting.

"In addition, Chapter 53, Section 711 of the New York State Education Law of 1985 provides a $2 student allocation for acquisition of library materials. Unfortunately, this law does not require maintenance of effort by the districts. The result is that most school districts have not added the $2 to their normal library expenditures. Now two years ago Governor Cuomo proposed that additional expenditure of $4, but this was dropped for other needs.

"Therefore, we urge you to pass legislation that will provide the following:

"First, an additional $5 or $7 per student for the purchase of library materials, especially in view of the fact that the cost of these materials has been increasing by about five percent annually in recent years.

"Secondly, there should be a mandate that the funds be used in addition to funds already provided by the local school district for their school libraries. We believe that this was the original intention of the legislature.

"The last point I'd like to address myself to is our Southeastern Library Network System. Again, in 1985 the state established school library networking systems. In Rockland County this system is set up through BOCES. The purpose of these systems is to establish ways and means of sharing library resources among member libraries and to develop the capabilities of resource sharing on a wider basis, that is regional or statewide, as the need arises. A formula for funding these school library networking systems was established. In Rockland County, as in other areas of the state, this is handled by the BOCES.

"Now the purpose of these systems is to establish ways and means of sharing library resources among the member libraries, and to develop the capabilities of resource sharing on a wider basis as the need arises. A formula for funding of these library networks was established. The formula is based on the number of participating districts, the square mileage of the area served and the number of students served. Rockland County is disadvantaged under this formula because it has very few participating districts, the square mileage in Rockland County is much lower than say many upstate areas, and our student count is high. In other words, we have a much denser population than say the upstate counties and we are not being reimbursed at this rate. Another problem in Rockland County, specifically, is that costs are much higher here than in many upstate areas.

"We therefore urge you to make an adjustment to this formula that will increase the funding for Rockland County thereby affording us the opportunity to be of better service to our students...." [Spring Valley Hearing, pp.28-37]

...

"I'll tell you, several years ago when I found out about this formula this is what got me started getting involved politically because I got so angry that here they get this money and they don't give it to us, and they go to our administrators and they say, 'Well, the law says we don't have to.'"[Spring Valley Hearing, pp. 37-38]

ASSEMBLYWOMAN JENKINS: "That's what happens in New York with our mayor. He takes it for the police, sanitation, whatever, and we don't get it. We would like to mandate school librarians in every elementary school in the state.

"...And we have talked to the Commissioner. He's interested and he has people doing some figuring on how much it's going to cost. It wouldn't be tomorrow, maybe over a five-year period or something like that. Because if you don't have that foundation, you're going to drop out. If you're 14 years old and you can't function you're not going to stay in school.

"The librarian also needs paid support staff in order to do the work in the school library that needs to be done."[Spring Valley Hearing, p. 38]

ASSEMBLYMAN COLMAN: "Did I hear you say that licensing of elementary librarians is today not necessary?"[Spring Valley Hearing, p. 38]

MANFRED MAYERFELD: "Right."[Spring Valley Hearing, p. 39]

ASSEMBLYMAN COLMAN: "Is this the only librarian that doesn't have to be licensed?"[Spring Valley Hearing, p. 39]

MANFRED MAYERFELD: "The state mandates that for secondary schools, that's grade seven through twelve, we need a library teacher, that is a person who is trained both in library work and in education. Librarians are paid on a teacher's salary and teacher's benefits."[Spring Valley Hearing, p. 39]

...

ASSEMBLYMAN COLMAN: "How about the elementary?"[Spring Valley Hearing, p. 39]

MANFRED MAYERFELD: "In elementary schools, the state does not mandate either having anybody. For example, if a school has a library or a room, as I mentioned, or a closet and doesn't provide anybody for library instruction that's perfectly okay. At the same time the Commissioner has come out with a huge, huge library curriculum."[Spring Valley Hearing, p. 39-40]

ASSEMBLYMAN COLMAN: Where does that come from?"[Spring Valley Hearing, p. 40]

MANFRED MAYERFELD: "From the State Education Department, the Bureau of School Libraries."[Spring Valley Hearing, p. 40]

...

ASSEMBLYMAN COLMAN: "One more question, you mentioned something about a percent of allocation. Is there anything today to your knowledge in the law that says that a percentage should be allocated or are you seeking percentage?"[Spring Valley Hearing, p. 40]

MANFRED MAYERFELD: "We're seeking it. It's a suggestion."[Spring Valley Hearing, p. 40]

ASSEMBLYMAN COLMAN: "Whose suggestion?"[Spring Valley Hearing, p. 40]

MANFRED MAYERFELD: "The State Education Department...."[Spring Valley Hearing, pp. 40-41]

ASSEMBLYMAN COLMAN: "... [W]hat percentage?"[Spring Valley Hearing, p. 41]

MANFRED MAYERFELD: "One percent of the total school expenditures, which is a little rich."[Spring Valley Hearing, p. 41]

ASSEMBLYMAN COLMAN: "So you would settle for half."[Spring Valley Hearing, p. 41]

MANFRED MAYERFELD: "I would settle for half of that. You see, in our schools, just as Ms. Jenkins said, they need sanitation and they need this and they need that. In the schools, the school has its budget and we have to fight with our administrators in the building and in the district to get our money. And they always cut us when they need to."[Spring Valley Hearing, p. 41]

ASSEMBLYWOMAN JENKINS: "We're listening and we're trying to get something done."[Spring Valley Hearing, p. 41]

ASSEMBLYMAN COLMAN: "We're listening and I am certainly still learning. I did not know that some of these things were just suggestions and I did not know that we have a curriculum, but we don't expect someone to teach it...."[Spring Valley Hearing, pp. 41-42]

...

ASSEMBLYWOMAN JENKINS: "The libraries are an afterthought, they're not part of the plan. In New York, as you probably all know, if a person could take other positions a person might say, 'I'd rather have an art teacher than a librarian.' So you're right, we have to talk to the Commissioner about this."[Spring Valley Hearing, p. 42]

MANFRED MAYERFELD: "May I interject something else? Some years ago I was living up in Rochester and had a friend who was an architect involved in building a new school. I asked him what kind of a library are you putting in there. He said, 'We're not putting a library in the school.' It's true."[Spring Valley Hearing, p. 42]

...

CHRISTINE WEBB: "... I am President of the East Ramapo PTA Council....

"As parents we would request an increase in the State Education Department allocation for library books from $2.50 per child to $15.00 per child, because the cost of one hard-cover library book is $8 to $10 on the elementary level and approximately $25 on the secondary level.

"Furthermore, we recommend that the laws governing these funds should be refined to ensure that school districts use the monies only for library books, audio-visual needs and periodicals. The monies allocated do not always go directly to the libraries. Currently, the Regents Action plan has mandated that library skills should be taught to seventh and eighth graders. Parents feel that these skills should be incorporated into the elementary curriculum in at least subject areas, such as English, social studies and science. Elementary children should be taught research skills which include how to take notes, how to use the Readers Guide to Periodical Literature, as well as how to use the card catalog.

"Lastly, let us consider the illiteracy rate in the United States which is approximately 15 percent, and if we add the percentage of functional illiterates, 60 million individuals, or one-third of the adult population, and the functional illiterate being defined as an individual who can barely read a lunch menu or write a check or complete a job application or read a want ad, we are in dire need of improved library skills.

"Legislators, we would urge you to return to Albany and send us money for implementation of an updated, improved quality instructional library skills program. Please, redefine the laws that govern these monies so that the next generation will be able to function in a highly technical society. We must learn to deal with problems before they reach the crisis stage. Our future is at risk. ..."[Spring Valley Hearing, pp. 43-45]

ASSEMBLYWOMAN JENKINS: "... I've been out of libraries for six years and when I read the New York Times Book Review, the prices of books in six years is just unbelievable. And if I'm shocked, imagine the people, the users don't realize how much money you have to put into books and resources. It's ridiculous. Legislators don't recognize how much books cost...."[Spring Valley Hearing, p. 45]

...

BARBARA LEVINSON: "... I'm the Director of the Rockland County School Library System. ...

"...The issue I would like to address is survival of the Rockland School Library System. We are really in jeopardy. While all of the library systems in the state share similar budgetary problems, ours here has severe budgetary constraints. The formula on which our budget is based is $350 per district in the county, $2.10 per square mile and 19 cents per student. As you know, we have only eight school districts. Some of the other counties have 30. Our area only covers 211 square miles, it's very small. But we service over 39,000 students. And so while we are small we are heavily populated and the formula does not work in our favor.

"In addition, the cost of living is higher as many suggested before in the southern end of the county, and after salaries and benefits this year we were left with an operating budget of $2,000 for the year.

"There are many responsibilities that are mandated by the regulations. Among these are that we establish a networking system for resource sharing. This year I'd like to just add that we have completed over 1,100 transactions in spite of our lack of money for children and the educators of the county. We have created a database for printed materials. Eventually all of the holdings of the school libraries will be included and that's part of this regional nation that we were talking about before.

"We have established the interlibrary loan policy and procedures along with the other systems, and it is not an easy task and I am part of some of the committees that are working on these. Staff development programs are offered to school librarians, and with our lack of money we've been begging and borrowing and managing to do it.

"We're striving to maintain a climate for cooperation between school librarians as well as within other types of libraries in the county and the region. And needless to say, all of this requires funding. For the current year we have managed to maintain the integrity of the program, but unless funding is provided in the current budget and the bills are passed, I really fear that our program is in jeopardy. I don't think any of us want that to happen. ..."[Spring Valley Hearing, pp. 46-49]

ASSEMBLYWOMAN JENKINS: "Do you see a problem recruiting librarians?"[Spring Valley Hearing, p. 49]

BARBARA LEVINSON: "Yes, that's also a problem." [Spring Valley Hearing, p. 49]

ASSEMBLYWOMAN JENKINS: "That's a problem throughout the whole state. We are trying to get a bill passed in session where we can give library scholarships to students because a lot of young people have so many college loans to pay off, they can't go and get additional loans for a graduate degree. And if we can give scholarships or pass a bill saying that if you go to library school and work as a librarian for five years then you don't have to pay your college loan. We're trying to work on something in order to bring people into librarianship real fast."[Spring Valley Hearing, p. 49-50]

...

ASSEMBLYMAN COLMAN: "We have shortages in many desirable occupations. We have a shortage of nurses. I support all of those bills that support scholarships, forgiveness of loans very reluctantly. We wouldn't have a shortage of librarians if we would pay librarians. And the same thing is true of nurses. I'm not just saying it here because you are librarians. I say it to everyone. If there's a shortage of nurses pay them and you will see there will be no shortage.

"So, I support all these things because of the crisis but I am very reluctant about all these artificial means -- forgiveness of loans, etc. You'll pay your loan if you get paid enough like everyone else. So I'll support it but it's not my preferred way of dealing with the shortages. I would prefer to let the free market take care of itself. We believe in free market in everything, why not here."[Spring Valley Hearing, pp. 50-51]

ASSEMBLYWOMAN JENKINS: "He's right, but we have to put a bandaid over a cancer right now. Like in New York City you can't recruit anybody because no one can pay the rent. You have to have the salary." [Spring Valley Hearing, p. 51]

...

ANN LETZTER: "... I'm head of the children's department here at Finkelstein Memorial Library and I've spoken to many of the public children's librarians at Rockland County to make this statement.

"Children's departments in public libraries need more funds to provide programs and resources that are becoming more expensive but are necessary to reinforce reading and promote literacy in children. Plans for automation include children's collections so children can learn to use and take advantage of the technology involved.

"Since libraries are educational and cultural centers they will be called upon to provide more educational and cultural programs for children after school and on weekends when families are not at work and school. Story hour enrollment in libraries is on the increase, and funding is necessary for more staff, including experienced story tellers and workshop leaders as well as librarians to lead programs for children in libraries.

"Funding for parenting programs led by qualified professionals in libraries should be available to help parents deal with the stresses on family life in our society.

"Funding for children's non-book materials such as cassette/book sets for children who are not read to or for those families where English is a second language, recordings, videos and the equipment to use these resources in the library as well as attractive and comfortable furniture for children would add to services for children and make them feel welcome.

"Children's librarians would like to reach out in the following ways: work with hospitals to obtain lists of births and send kits to the new parents with information about library services in their particular community and including a booklet such as 'Catch 'Em in the Cradle' and book lists for various ages. This requires funds and personnel.

"Also, we would like to provide to children who are entering the hospital or are homebound due to illness or convalescence, kits with suitable books and cassettes for recreation, education and to allay fears about hospitals and operations."[Spring Valley Hearing, pp.51-53]

ASSEMBLYWOMAN JENKINS: "I was just going to say that I agree 100 percent. For those of us who are not as young as some of the other librarians that remember before all the money was cut and we had all the federal money for books and all of that, I was functioning as a children's librarian. And we had children for story hour -- I would keep telling the children stories and the adult librarian would have the parent, and they would be dealing with the parent without calling it that. They would have the books and would talk with the parents. You can do the same thing without calling it that. Those were some of the best years, those ten years when all that federal money was coming down and we didn't have to worry. That's the kind of outreach I'm talking about; I wish you could do that throughout the whole state...."[Spring Valley Hearing, pp. 53-54]

...

DIANE GES: "...I am the Coordinator of Special Projects for the East Ramapo Central School District, a district that serves 15 elementary schools and is the local educational agency to more than 29 non-public schools.

"Our claim to fame in the past few years concerning libraries has been an extraordinary partnership with the Finkelstein Memorial Library. We have a marvelous outreach program presenting programs on content area and effective education to our parents. We co-sponsor a program called CAPE, Community and Parents for Education. However, one area in which we are lacking is in research. If we're going to have a true program in research we're going to have to rely upon our library as a data retrieval center. I mean after all, we've moved from the industrial age into the information age and if we're really true to that commitment there needs to be an upgrading of technology and the library has to become an adequate place to fulfill these mandates.

"About a week ago Monday we had more than 140 children and parents crowding this very room. They were here to learn. They were here to learn how to execute research, how to go the library card catalog and to use the data retrieval services that are presently available. Then following that, my phone rang off the hook as did Ann Letzter's and I know it did for Christine Webb who's our PTA president saying we need more of this. If this is going to happen, where is the money going to come from? The funding to make the library, that central pivotal place for educating our young people, is critical. I urge you to support any way you can to get that for us...."[Spring Valley Hearing, pp. 54-56]

ASSEMBLYMAN COLMAN: "I'd like to say something on this subject. This is the first testimony from a library that has direct access to the taxpayer. I really wish that all libraries had direct access. I really believe that Finkelstein Memorial Library should not be short on anything that you need. ...

"I live in this community. I know that anything that you request that is reasonable you will get. I think maybe you are being too timid. If there's a need for something, put it in the budget and I'm sure it will pass. I think people are supportive of libraries and I just think when it's lost in the school budget or lost in a municipal budget or when the schools have to make a choice whether they have an art teacher or a librarian that there's more pressure for an art teacher, but if you have direct access to the taxpayer -- I know a little bit about politics and I'm taking the chance, I'm saying it -- put it up. The people will support you. I think they'll pay the extra few dollars. They want a good library...."[Spring Valley Hearing, pp. 56-57]

ASSEMBLYWOMAN JENKINS: "Sam is right, librarians are too timid. On Library Day when some of the top persons in the field were talking with Senator Farley and I about monies to put on a governor's conference, and he kept asking how much money does it take. I wanted to say, because I knew that being a librarian we weren't going to ask for much money, so for a librarian to say it would be $200,000, and if in-kind service it can be less. We should ask for more money, we don't need in-kind service. That can be in addition to -- but this is how we are. That's not a lot of money if you have a state budget of $41 billion. But Sam is right, we have to ask for what we want and then whatever we get we'll say thank you...."[Spring Valley Hearing, pp. 57-58]

BETTY MELONE: "Stella [Marrs] couldn't be here today so I will be speaking on her behalf. She has a statement that I will read. But first I'd like to say that the Martin Luther King Center has no money, none, period. However, I am a professional librarian, certified both in New York State and New Jersey. I am a retired library director and adjunct professor. I am, by virtue of having a lot of nice rich clients in my own business, a volunteer at the Martin Luther King Reading Center.

"We have all the same problems that everybody else has, the main one being no money, but we also have the latch key kids and the adult non-working people and all the other things. We are serving them with a hand-me-down library. This is the statement from Stella Marrs, the Executive Director of the Martin Luther King Center.

"'We are on the threshold of the 21st century where high tech will be king. How can we ready our children when funds to support library programs are eliminated? How can schools, community-based organizations and the community at large grow without the resources necessary to stay on top?

"'Libraries are the foundation of America's communities. They serve all people across the board, from children to elders, the handicapped and shut-ins. Where else can people meet and share their life experience through books, computers, special programs and events?

"'Clearly, linkages make the difference in any agency, the difference between success and failure. The Martin Luther King Multi-Purpose Center, Inc. has been blessed with being part of the Finkelstein Memorial Library Family.

"'Throughout the years, the Finkelstein Memorial Library has endorsed us and continues to support our programs in many ways. They furnish the center with books on a monthly basis, with emphasis on ethnic and cultural awareness. They co-host writers-in-residence workshops. They co-host special events for children, young adults, our elders and community at large. They donate library furniture like shelves, desks, tables, chairs, catalog files, stools and reading tables, etc.

"'... We cannot continue to be penny wise and pound foolish. We must look to history. To repeat the same without change for the better will keep us from growing as a nation we should be. America must set the stage as an example ta the world. We must show we care, and in caring will make the moves for a better environment for all our people. We must show how important our communities are to America. We must begin to spend cost-effective dollars up front and not spend mega dollars down the line, which invariably becomes a bandaid approach.

"'... Libraries are in the main stream of education. To lose what libraries offer would be a sin.'

And there's no doubt at all that what we have at Martin Luther King can be lost if we can't trickle down from the rest of you."[Spring Valley Hearing, pp. 59-61]

ASSEMBLYWOMAN JENKINS: "You don't get any funds from libraries?"[Spring Valley Hearing, p. 61]

BETSY MELONE: "Not a dollar."[Spring Valley Hearing, p. 61]

ASSEMBLYMAN COLMAN: "Because it's not the library."[Spring Valley Hearing, p. 61]

BETTY MELONE: "It's a reading room. Initially we had money and then it was taken away."[Spring Valley Hearing, pp. 61-62]

ASSEMBLYWOMAN JENKINS: "Where was the money?"[Spring Valley Hearing, p. 62]

BETTY MELONE: "It came from Finkelstein."[Spring Valley Hearing, p. 62]

ASSEMBLYMAN COLMAN: "And you no longer get the money from the library, not from the school district."[Spring Valley Hearing, p. 62]

BETTY MELONE: "No. What's so incredible is that we have a lot of children that come to use the library and we don't have a librarian. We've written for grants and they turn the grants down saying we don't need it."[Spring Valley Hearing, p. 62]

"It's not called a library because it confuses what a library is. But we do have a library. We have an excellent car collection, a growing and valuable ethnic collection which we're all working on and we're grubbing dollars everywhere we can."[Spring Valley Hearing, p. 63]

...

CLAIR BURGESON: "...I am the Director of Libraries and Audio-Visual in the Ramapo Central School District. ...

"May I say that it would have been possible for more school librarians to attend this hearing if it had been scheduled after regular school hours. In order for school librarians to attend a 10:00 a.m. meeting, a substitute librarian must be employed. I'm employed district-wide and I don't have library responsibility, therefore I can be here, but would it be possible in subsequent years to schedule such a meeting so that more school librarians could be in attendance, and that would have to be after regular school hours?

"School is where the children and young adults are five days a week, ten months a year. In most elementary schools with certified school librarians, the children have a scheduled library period each week. The Regents Action plan requires that each middle or junior high school student spend a minimum of 40 periods per school year using the school library and its resources.

"Regulations of the Commissioner of Education currently requires certified school library media specialists. A certified school library media specialist is a certified teacher, unlike Civil Service librarians. In order to be a certified school librarian you taught and be certified as such. In grades seven through twelve, this requirement for the secondary schools is based on building enrollment, however, there is no such requirement for elementary school librarians. Legislation is needed requiring certified library specialists in every public elementary school. ...

"If a school district budget does not pass and the school district goes on a contingency budget, school library resources are not funded. Periodical subscriptions lapse, acquisition of continuing reference works is prevented and the library falls behind in providing print and audio-visual resources for its students. School library media resource budgets should be made part of contingency budgets and there needs to be a law to that effect.

"This school year school libraries are allocated $2 per pupil for library materials as a result of Chapter 53, that's a 711 law. The State Librarian and the Assistant Commission for Libraries, Joseph L. Shubert, noted in his testimony before this Subcommittee in Buffalo that $2 buys about one book for every eight children. ..."[Spring Valley Hearing, pp. 63-66]

"In many school districts, however not in my own school district I'm glad to say, Ramapo Central, but in many school districts the library per pupil aid has been used to supplant rather than supplement local funds, thus subverting the intent of the law. A maintenance of effort clause should be added to the present law....

"Our Rockland County Board of Cooperative Educational Services School Library System is one of 46 school library systems in the state, and I and so many others here serve on the advisory committee to this BOCES school library system. The primary purpose of these systems is the sharing of resources and technology of all types and all types of libraries. Current funding is inadequate to meet staffing, salary and other administrative needs....

"Base grants and other existing formula factors should be increased to 15 percent and the per pupil allocation increased to $1.50 per pupil. Legislation or changes in the regulations should provide for adequate reimbursement to school library systems for services provided to participating school libraries, public libraries and non-public libraries.

"Databases of resources are essential to providing library loan services, ..., to provide for the continuing development of these machine-readable databases of the holdings of member libraries and for the dissemination of database information. Annual grants of $60,000 should be made to each school library system.

"Some other school library legislative concerns, and Mrs. Jenkins has mentioned about the scholarship funds, to help people interested in becoming school librarians are now eligible for what is known as challenge grants. Some people, we have an English teacher in our district who wants to become a school librarian and she has applied for one of these challenge grants. Those funds are available. But what we need to alleviate this critical shortage of school library media specialists, we need state scholarship funds for graduate study as preparation for entry-level school library media positions.

"And lastly, the State Education Department Bureau of School Library Media Programs ... needs sufficient funding and a minimum of 6.5 professional staff so as to be able to provide guidance, direction, planning and leadership in the development and growth of school library media programs and resources...."[Spring Valley Hearing, pp. 67-69]

JAMES MAHONEY: "...I'm the Director of Sloatsburg Public Library. It so happens that Carmela Chase, whose statement this is, is our neighbor at Tuxedo Park. Carmela is also the president of the Ramapo Catskill Library Directors Association, and it is wearing that hat that she prepared this statement, as a representative of all the directors in that association. She addresses the legislature saying:

"'As President of the Ramapo Catskill Library System Directors Association I am writing to you on behalf of all libraries. ...

"'Libraries are in great need of more direct funding from the state. Although we are funded locally, in most cases we are not funded adequately. Many of us are dealing with very old buildings that need renovation or repair, overcrowded shelves, no access for the handicapped, staff shortages and limited hours open, making it difficult to meet the demands of the public.

"'...[M]any of the smaller libraries that are finding it difficult to maintain the level of standards required by the state. Even the smallest of us are community centers for all ages. We sponsor all kinds of programs with little or no program budgets. We give continuing education to all.

"'...The public needs libraries, and we need them to be funded adequately....'

"'Very truly yours, Carmela Chase, Director of the Tuxedo Park Library, President of Ramapo Catskill Library System Directors Association.'"[Spring Valley Hearing, pp. 70-72]

...

PATRICA SCHEINER: "... I have worked for eight years as an elementary school library media specialist and now I have spent ten years working in a similar position in the high school.

"I do believe that the excellence of a school program is directly related to the excellence of the library program. But excellence requires professionals; it requires sufficient funding to keep up with changing curriculum needs, current problems and concerns. Interlibrary loan, which now opens up a world of information to us and our students, requires support. Automation requires computers, programs, subscription to database services. Automation makes the job more efficient but it doesn't make it cheaper.

"So to sum it up, we do need additional support.

"In my presentation to you I really had four objectives that I wanted to address. Many of them have already been done, that of the fact that we need a certified library media specialist for our elementary schools.

"The contingency budget was just mentioned. I think that's extremely important. There's no way for libraries to keep up should the budget not pass. We're really left with nothing, no subscriptions, no reference materials, nothing new to offer our students. It makes it very difficult to give them what they need.

"As far as the funding libraries goes, that's so essential. I mean, not only is it a question of the fact that the library books for high schools require at least $25 for every book, but there's just no way we can keep up unless we can have increased funding. This particular $2 we now get that we don't always get; $4 would help, $7 would be even better.

"The other thing I wanted to talk about was library systems. They really have become extremely important to us. I, too, serve on the advisory committee in Rockland County and it's opened up a whole new world, the interlibrary loan, but it costs money to support the system. I would like to see us get additional support for all those things...." [Spring Valley Hearing, pp. 72-74]

ASSEMBLYWOMAN JENKINS: "When you go throughout the state and hold these hearings, 90 percent of what's being said is being said throughout the whole state, so they are really deep concerns and there are really needs for libraries...."[Spring Valley Hearing, p. 74]

JAMES MAHONEY: "This time I do speak to you as the Director of the Sloatsburg Public Library, which is a small community in the northwest corner of Rockland County with a population of just over 3,100. Twenty-five years ago Sloatsburg had barely a reading room to its name, but today we have a full-fledged library with a working staff. It is one of the focal points of the community and something which most of our residents point to with a great deal of pride of accomplishment.

"I'm here today to express a note of thanks to the legislature for the efforts and support that have been made to get us to that point.

"What I'm speaking of, I suppose, which is something I really haven't heard anyone address at this point today, is that construction money that the state offers one way or another is still of vital importance to especially the small library.

"What we did was gained a grant in 1985 of $36,500 and we used that as leverage to enable us to get other monies from the community in terms of community development grants and local bonding in order to put up a new wing. So that now that we have that money we find that we are registering more than 40 percent in increases in our attendance and our circulation. The community is now using us to a much larger extent than they ever did before. The construction grants, while they may not always be the most important things for providing actual library services, are still vitally needed. And for those things I say we still need them. ..."[Spring Valley Hearing, pp. 74-76]

...

RICHARD ANGLIN: "...I'm the Director of the Ramapo Catskill Library System. Our system serves 50 member libraries in Rockland, Orange, Sullivan and Ulster Counties, some of whom are very poorly supported and need the increases....

"As the library system, we provide the linkages between member libraries. We provide delivery of materials, cataloging o material, we produce the Union Catalog so libraries can identify where books are held in the different areas if they do not own the books themselves, where they can send to obtain that book. We provide outreach services to special populations, we support children's services in the member libraries. We have a consultant on staff. We support adult services programs, literacy services. We have a large film and video collection to supply those materials that the member libraries are not able to buy themselves. We have large-print collections to serve senior citizens, and we have a radio reading service which provides service to the visually impaired. These are a few of the services that we provide through the library system.

"...[W]e desperately in the system need an increase in funding this year because library systems, cooperative library systems, unlike Brooklyn or Queens, do not get any funding locally. We have no local tax base that we can go to for funding. So if we don't get an increase from state funding we are in serious trouble. Right now we are living on -- we've had the same money now for two years, and with the increase in costs and all, this is really going to have a severe impact on our ability to deliver services to our member libraries.

"Member libraries can go to their local supporters and get funding, but it would not be wise for them to go and ask for funding so that they can provide services from their taxpayers that somebody else in another district would use. That's where the systems come in to provide that bridge and to provide the linkages between services that are given in the local areas. We need to get more funding at the system level so our member libraries can continue to share their materials with each other.

"We in the systems help to make the state dollars go further by joining with the local communities and adding our state dollars to the local dollars so that we can all provide better library services. Our member libraries need the state dollars so they can grow and meet the new service demands such as you have heard mentioned here.

"One other point I just wanted to mention -- the state standards are being proposed now that every library within the state meet a minimum number of standards. Unless there's money coming down to a lot of our smaller libraries to help them do that, especially upstate, they're going to be [un]able to meet those standards.

"One of the main things you need in order to supply good library service is adequately trained librarians or someone who has had some kind of training. If the funding isn't there, if the local communities cannot raise the salary standards needed to meet those levels of service, it's just not going to happen. The state standards will just be proposed but they really will not do much good...."[Spring Valley Hearing, pp. 76-80]

...

ASSEMBLYWOMAN JENKINS: "We're saying standards, but we're also saying that money has to go along with it. We understand that or else we can't deal with standards because a lot of libraries would have to close."[Spring Valley Hearing, p. 81]

ELLA STEDNER: "I am a person library, truly a one-person library. We serve a population of 700 people. We're on the top of the Shawangunk Mountain ridge in southern Ulster County.

"...Most, if not all small public libraries, are struggling to maintain services in their community. These libraries are not expendable. I've heard so much that small libraries have ceased to function already. Libraries are a community's resource centers serving tots through seniors. We are the learning centers before the school years and after the school years, as well as serving students in their assignments.

"Communities are growing and library service requests are growing and expanding with the new technology. Libraries are not localized as they were 10 or 20 years ago. Large and small libraries alike can reach out and touch one another because of interlibrary loans and other services. People are more mobile now and libraries share their collections through direct access with patrons of other libraries. Loans from one small library go to BOCES, state universities, prisons and other libraries throughout the state. We are no longer isolated from outside demands that stretch our service capabilities. We gladly provide these services, which come back to our own patrons in kind. Unfortunately, library public funding is not meeting the increasing needs. Existing funds are falling short.

"Approximately 37 percent of the Cragsmoor Free Library's $22,000 per year budget comes from town and county funding. The other 63 percent comes from fundraising and donations, raised on the local level.

Fundraising is becoming tougher.

"The Cragsmoor Free Library is truly a one-person library that needs a second staff person that we cannot now afford. Direct funding from New York State could provide money for that position. With the second person we can create and expand services that are being asked for by our patrons. That person could be used to expand our summer children's story hour/activity time program to a year-round program. A second staff person could help patrons during busy periods and would be someone who could help speed along the library's paperwork. Thus, direct aid would give us the means to better serve our community.

"Please, help us to continue to service our community...."[Spring Valley Hearing, pp. 82-84]

ASSEMBLYWOMAN JENKINS: "I agree, we can't run libraries on fund raisers."[Spring Valley Hearing, pp. 84]

ELLA STEDNER: "We manage somehow. We do have a problem. Years ago our library was mostly volunteeers. You cannot get volunteers anymore; people are working for their living."[Spring Valley Hearing, pp. 84-85]

ASSEMBLYWOMAN JENKINS: "I think that's why we have problems with funding now because we ran libraries on volunteers. I can remember when I started in libraries -- it was under $4,000 a year -- I thought that was a good a salary because I was married and my husband was paying the bills. This was like extra money. Then what happened, men came in libraries and they said we're not going to work for this little money. We're going to organize a union and we're going make sure that we have the same thing as they do. We women Wondered what they were talking about. You see, they're the directors now. ...

"And then we started following them. We said, 'Yes, we're going to get organized and come in.' They'll all be directors and we're still doing what we do -- but we like what we do. That's what keeps us there...."[Spring Valley Hearing, p. 85]

...

HOLLY FREEDMAN: "...I'm the Executive Director of the Arts Council of Rockland County.... I am also the Chairman of the Alliance of New York State Arts Council Advocacy Network which represents more than 60 arts councils and centers statewide.

"The Arts Council of Rockland views libraries as cultural institutions and our services to them reflect that status. Libraries in Rockland run cultural programs -- not just Rockland, all over the state -- in all disciplines; writers-in-residence series, film programs, art exhibits in those institutions that have created specific gallery space and even performing artists have had many opportunities in library settings.

"The Arts Council of Rockland serves as a resource for identifying professional artists and art organizations in all disciplines and promotes through our monthly publication the cultural programs presented by our member libraries.

"We are able to assist specific programs directly through our funding program, Decentralization, which we receive funding for from the New York State Council on the Arts. This authorizes us to regrant a maximum of $4,000 for cultural projects to non-profit organizations. In 1988 we are funding three projects sponsored by libraries: a Post Office Landscape painting by artist Bill Hochhausen is sponsored by the Haverstraw King's Daughters Public Library, a program of International Marionettes is sponsored by the Nyack Library, and a poster project by artist Sam Weinreb is sponsored by the Valley Cottage Library.

"The Arts Council of Rockland currently receives $27,000 to regrant to programs such as these. Our requests annually are more than $100,000....

"So as I am here urging your support of increased funding for local libraries, I am also here supporting the development of our most important cultural institutions...."[Spring Valley Hearing, pp. 86-88]

ASSEMBLYWOMAN JENKINS: "I'm glad you're here. You're the only person in the State of New York from the arts to testify. We've had all these hearings and you're the only person from the arts who testified and I can appreciate what you're doing because when I was a functioning librarian we used to get programs through the arts and I can appreciate what you said. And thanks for coming...."[Spring Valley Hearing, p. 88]

MARY JANE SCHMIDT: "... I'm addressing you this morning wearing two hats as a lot of us do. First and foremost I am the Director of the Newburgh Free Library. That is the central library for the Ramapo Catskill Library System area. Secondly, I am the vice president of the Central Library Association of New York State which is an association of the directors of the central libraries in the systems throughout the state.

"While the dollar amounts that I may quote in here are not the same for all the central libraries, all the central libraries would agree in essence with what my remarks represent.

"The Newburgh Free Library, as the central library for the Ramapo Catskill Library System area, serves 50 member libraries and a population of 615,000 people. Under the present funding level, Newburgh receives $64,000 a year to purchase materials for use by this group and $167,000 a year to provide a range of services which includes purchasing the materials and circulating them to the member libraries, and extensive reference and research support services.

"The citizens of the Newburgh City School District number 53,700 and have long supported their library to a degree which recognizes the value of and their need for good solid library service. This year their support is manifested in a budget more than 14 times that of the funding received from the state for its regional services.

"The Newburgh Free Library was designated as the central library because it was an established library and it had a well developed existing collection. In the 20 years since this designation, tax dollars from Newburgh citizens and grants from the state in roughly a two-to-one ratio have maintained the high quality of the collection.

"It is not surprising therefore that we bear extensive responsibilities for providing materials. This is borne out by the 1987 statistics which show that Newburgh provided 25 percent of all items loaned on interlibrary loan by and to RCLS libraries. I might add that for every three books that Newburgh loans, two of them have been paid for by the Newburgh taxpayers.

"We are pleased to be active participants in sharing resources with our neighbors and would do this were we not the central library. It is manifestly unfair, however, for Newburgh taxpayers also to substantially pay for the staff time needed to receive requests and fill them -- by mail, by phone and in person; to maintain the necessary records as to where the books have been sent; to carefully select research level books and periodicals which will meet the needs of other libraries; and to substantially pay the costs of physically maintaining and storing central library materials. It is inevitable that pressures to reduce this drain on the Newburgh budget will lead to tough decisions and impact on delivery of services to member libraries. I urge you not to be penny wise and pound foolish; the pounds of materials we have inside our doors need more pennies to make it possible to share them effectively. ..."[Spring Valley Hearing, pp. 89-92]

...

GRACE MEYER: "...I'm the Director of the Piermont Public Library here in Rockland County, and I'm speaking on behalf of the library board.

"... The Piermont Public Library is one of the oldest and smallest libraries in Rockland County. We are located on the side of a hill in a charming Greek Revival building, a former home that was purchased 80 years ago for $3,000. At that time the library had 4,000 volumes and was open six hours a week. We now have over 10,000 volumes and are open seven days a week for a total of 43 hours during the school year. This is done mainly by two paid people, myself and an assistant, plus a few young people and volunteers.

"Our main source of income over the years has been the Village of Piermont. It has risen from the $250 we received in 1910 to $22,000 last year. We are also, as of last year, receiving $30,000 from the South Orangetown School District. Add to that a few thousand from fundraising and book sales and the result is a pretty low budget to run anything these days, let alone a library facing increases in book purchases and all the numerous other expenses.

"On top of that are other pressures which have been surfacing recently and the result is a real financial bind. ...That is what you are hearing everywhere from the largest to the smallest libraries. But I think the plight of the very small library is even more acute.

"Piermont is about on par with many of the smaller libraries in upstate New York but we are only 20 minutes from Manhattan. In many ways Piermont is still a sleepy little river village, but we are being shaken awake by the pending development of our riverfront land. At the same time, there is increased pressure from some quarters of the village to have the library move into a more accessible location. Because the library is exceedingly tight for space, access is quite difficult for the elderly and handicapped and the parking is poor, the library board has decided it is time to seriously consider a move.

"The library board consists of nine highly educated people who are finding it difficult to even begin implementing such a decision. Again, it comes down to money. To start investigating such a project requires expertise outside our limited ranges, and we are finding that consultants are not cheap. The library system that we belong to can help only in a small way because of the constraints on time and staff.

"The recommendation we would like to make is that the state make available people with various levels of experience that could come down into the small, struggling libraries throughout the state and help with such varied but earth-shaking concerns. Many of us feel that we are falling behind, but yet don't know the best ways to proceed with the limited funds we have in the myriad directions we should be going.

"Of course, I realize that consultants would cost the state money, too, but I think it is an area where the investment could reap untold benefits in the future development of library service in this state. The minimum standards for public libraries are now being reviewed and raised. For many small libraries, even some of the most obvious and simple improvements will be next to impossible without outside help and guidance...."[Spring Valley Hearing, pp.93-96]

ASSEMBLYWOMAN JENKINS: "I'm glad that you brought up the concern about consultants...."[Spring Valley Hearing, pp. 96-97]

...

"I don't know if they would come and give you and kind of consultant service, I mean they're not the library school but there are schools of architects. I do know in New York City they do that type of thing for people who want to know about space and how to best utilize the space and so forth. So why don't you consult Pratt Institute and see what they do."[Spring Valley Hearing, p.97]

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GRACE PATTERSON: "...I'm at Rockland Community College and the college, which is located throughout the county with our main campus in Suffern also has off-campus learning centers in New Square, Haverstraw, Nyack and Spring Valley as well as learning sites in Pearl River and Nanuet. And the majority of our student body, which is diverse, comes from the local schools. Therefore, our interest is in seeing that the local schools and public libraries also receive the kinds of support that they need.

"The students use their skills at the library to do research which reflects previous library experiences. Certainly, those with more exposure are able to successfully retrieve the information that they need at the college.

"Last year, as a community college librarian, I served on a SUNYLA committee, State University of New York Library Association, which developed library skills guidelines that students should accomplish in two years in the community college. One of the things we did look at was the role of the public and elementary school at that time. To accomplish these skills locally would require 1) increased library instruction and 2) excellent and well funded K-12 grade school and public libraries.

"Another issue revolves around the fact that in the 21st century, which is 12 years from now, according to the American Library Association, one in three people will be from the four major minority groups: African Americans, Hispanic Americans, Asian Americans and Native Americans. That is according to the United States census. The American Library Association has accepted the challenge to provide leadership in the delivery of information services to these minorities. Their problems, which is certainly in the county in Haverstraw and a Spanish-speaking population in Spring Valley, include illiteracy, non-English language speaking, economic distress, cultural isolation and limited experience with publishing and preservation of written materials.

"The challenge for the profession, educational leaders, elected officials and the community in New York State and the nation will be to provide library professionals from these cultural groups, informed maintenance and selection of library collections, staff development training and continuing education, ongoing community analysis and funding strategies to reach these groups, and a look at racism and its effects which the American Library Association has already begun.

"Our cooperative attention to these issues will ensure certainly the informational survival of our community in Rockland and in New York State and the country at large...."[Spring Valley Hearing, pp. 98-100]

ASSEMBLYWOMAN JENKINS: "If we can get the jobs done in the elementary schools we won't have to do the job at the college level and that will save money...."[Spring Valley Hearing, pp. 100-101]

...

"...The only way we can be successful where we are is to come down and talk to the people in the field. I don't like sitting there and thinking we know when we haven't come and spoken with those that are in the field. You can be assured that Sam and I will work on the library concerns in the State of New York. If we need more information we'll get back to you, right Sam?"[Spring Valley Hearing, pp. 101]

ASSEMBLYMAN COLMAN: "I would just like to thank you for coming. This is the first formal Library Subcommittee hearing ever. I understand that once before a chairman of the subcommittee came here to speak informally with the librarians, but this is the first time that we have had a Subcommittee hearing here. The importance of it is that there is a record and we will be able to bring a little more weight, a little more ammunition to fight for you. The people on the committee are advocates for libraries, all of them, the ones who are not here also. But we needed this and hopefully this will bear fruit and hopefully we will come, maybe not to Spring Valley, but maybe next year some other community in either Rockland or Mid-Hudson so that people in this part of the state have a direct input into library and other state policies...."[Spring Valley Hearing, pp. 101-102]

...

"...I would just like to read some testimony for the record. This is from Philip Baumel, Orangeburg Library, Greenbush Road, Orangeburg, New York.

"'Dear Mr. Colman:'

"'The Orangeburg Library of whose board I am president needs your help. As you know, the population of this area contains an increasing number of older people and handicapped people. For many of these people library services would be an important part of life, but access to the library is difficult and often impossible.

"'We would like to respond to this problem by reaching out to these people by bringing books, records and video tapes to their homes. Some of these deliveries would be in response to specific telephone requests while others would be in the form of small scale bookmobiles.

"'We think this could brighten the lives of a large number of people. For this we need a vehicle and some start-up personnel money. An estimate is that we would need about $30,000 for a modified van, about $10,000 for a part-time driver, and about $5,000 for insurance, clerical costs and miscellaneous equipment. This is simply beyond the means of a library whose total budget is a little over $100,000, but does not seem too much to ask of the state.

"'I know of your interest in helping your constituents and in particular the handicapped and older people, coupled with your interest in libraries, leads me to believe that you will help the Orangeburg library serve our fellow residents with this program.

"'Sincerely, Philip Baumel.'"[Spring Valley Hearing, pp. 103-104]

[WITH THE STATEMENT OF MR. PHILIP BAUMEL, THE SPRING VALLEY HEARING WAS ADJOURNED.]

#30#

EXHIBIT THREE

NEW YORK GOVERNOR'S CONFERENCE
AND
WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

"STEPS INTO THE 1990'S...
A PREAMBLE"

by Richard C. Wade, Chairman, Governor's Commission on Libraries

"New York State libraries, once the nation's flagship, are now engulfed in a creeping catastrophe. Public funding for libraries, once generous, is now static. The consequences are already everywhere evident. there have been no increases in State aid, even to meet inflation, for the past three years. Some school libraries are closed; others have cut back hours; staffs have been pared down; maintenance of buildings and collections have been deferred; purchase of needed equipment has been postponed; any planning for the future seems almost utopian. Worse still, a public which depends on these resources finds them more difficult to use and confidence in their future availability is eroding. And no part of this extensive network of civilized services is immune - not public libraries; not the school libraries; not the academic libraries; and not the specialized libraries. To endanger this matchless heritage would betray those who built it and deprive those who should inherit it.

"This library crisis comes at just the time that the need for services has never been greater. Reading scores in schools scarcely improve; dropout rates remain intractably low; and one out of every five adults is functionally illiterate. A new generation, marinated in television, accustomed to the evanescent, and seeking quick gratification finds less and less use for what many of them perceive to be the old-fashioned library as merely a place of books and quiet amidst a frenetically changing society. Meanwhile, the world of worth relentlessly asks for more credentials for more skills, for more information. The decade of the 90's and the century that stretches beyond are going to require a highly literate people to accommodate the accelerating electronic revolution of our time.

"In creating this literate society, libraries play a critical role. They always have. For more than a century, librarians have helped prepare successive generations, especially those from abroad, for entrance into America's main stream. They have been uniquely, with the schools, the staging grounds for upward mobility. Here the language was learned, the culture absorbed, the 'high tech' of each age made available. And made available to all. People come from all parts of the globe - an extravagantly rich mixture of races, religions, and languages and they found in libraries a window on their new world and the tools to function in it.

"The most recent demographic changes have brought new demands on the library's historic role. The last quarter century has witnessed a stream of immigration that approximates the numbers of nearly a century ago. These newcomers come from lands with different cultures, different languages and different skills. For the children, schools are their first exposure to American life and values; for adults libraries are the only entry into their new culture. The wide and free use of libraries eased the transition of successive waves of European immigrants into America's main stream. They continue to perform this essential task.

"New York's libraries are, however, more than just homes for the newcomer. For generations they have been places where the elderly, seeking to enrich their autumn years, can safely go; they are havens for children - rich and poor alike - who seek help for school assignments or whom imagination reaches beyond the formal curriculum; they are information sites for people in all walks of life who need to know more for self-improvement or ideal curiosity, and they contain the wide range of ideas that the educated citizen can consult in making judgements on the central issues of the day. In short, libraries are not merely amenities; they are an integral part of this nation's culture.

"And libraries are no longer for books alone. Though they remain the repositories of the world of print, they have also adopted the new technologies of the present. Materials once confined to the printed page are now available in other forms -- microfilm, microfiche, video, cassettes, pictures, posters, braille, records and numberless new techniques which have characterized the electronic revolution in an informational society. In addition, new communication allows various libraries to share resources and services. Even some of the newest and most sophisticated material and information are available in nearby libraries and freely available to all.

"New Yorkers, accustomed to the best and most advanced systems, have always taken libraries for granted. They can no longer. Rising costs to keep up with the new technology, the shortage of trained personnel, buildings that have inevitably aged, and the demands of accommodating the latest wave of newcomers have strained to the breaking point the libraries' limited resources. State and national governments, struggle with limited reserves and too often find that the easiest place to cut in the budget is the line that reads 'Library and information services.' Still too many public officials consider libraries marginal rather than central, as amenities rather than necessities. For three years in this state, appropriations have not even covered the increase in inflation. Let us be clear about it: a venerable institution is in jeopardy and without public support and political support will we fritter away one of our most precious legacies.

"It is to examine and address this crisis that Governor Mario Cuomo has appointed a Commission on Libraries. The Commission is not comprised of experts, though there are some, or of professional librarians, though there are some, but of public members and officials who will solicit advice from all our citizens, hold hearings throughout the state, and report their findings to the governor at the end of this year.

"Benjamin Franklin said to the Constitutional Convention on its last day 'gentlemen, you have a Republic, if you can keep it.' We have great libraries, if we can keep them."

"April 2, 1990."

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WHY CONFERENCES ON LIBRARY AND INFORMATION SERVICES?

Libraries are important to everyone. They now need the attention of informed citizens because many libraries are "in crisis" and all libraries must prepare to serve people in the 21st century. More people turn to libraries today because people today need information more than ever before -- at work and in making personal and civic decisions. Information needs are more complex as the State and nation face increasing problems in a global, competitive economy.

Libraries are important in nearly every aspect of our society. They serve people of all ages. People expect more from their libraries today. Congress, State Legislators, and the Governor see the need to make libraries more effective. Public 100-132 enacted by Congress called for a White House Conference in 1991, and Governor Cuomo called for a New York State Conference in 1990.

The theme for each conference is "Library and Information Services for literacy, productivity and democracy."

WHO WILL PARTICIPATE?

People from all walks of life who are interested in library and information services. The Federal law outlines four groups of participants: [1] members of the general public, [2] elected and appointed government officials, [3] library and information professionals, and [4] library and information supporters.

WHAT IS THE NEW YORK STATE GOVERNOR'S COMMISSION ON LIBRARIES?

A group of 33 leaders, appointed by Governor Cuomo, concerned about the future of libraries and their ability to serve the people of our State. The members of the Commission represent library and information professionals, library supporters, elected/appointed officials, and the general public. The membership of the Commission includes the following individuals:

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WHAT WILL THE COMMISSION DO?

The Commission will plan and establish policy for the Governor's Conference and related activities.

WHEN AND WHERE IS THE NEW YORK STATE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES?

The New York State Conference is a series of 8 one-day Regional Conferences which culminated in a November 28-30, 1990 Conference of 360 Delegates in Albany. There will be 36 delegates elected at the State Conference in Albany which will represent New York State at the White House Conference, July 9-13, 1991.

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NOTE: Information on the Governor's Commission on Libraries and the Recommendations of the Governor's Conference on Libraries and Information services were provided to the Assembly Sub-committee on Libraries by Marian Crounse, formerly Executive Director of the Governor's Conference on Library and Information Services, and presently Legislative Assistant to Senator Hugh T. Farley, New York State, Legislative Office Building 412, Albany, New York 12247, [518] 455-2181.

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NEW YORK STATE GOVERNOR'S COMMISSION ON LIBRARIES
REPORT OF A PUBLIC HEARING: COMMITTEE ON DEMOCRACY
SYRACUSE, NEW YORK
JULY 12, 1990
VIRGINIA O'BRIEN, COMMITTEE CHAIR

COMMISSION RECOMMENDATIONS:

A. Financial

1. There should be sufficient public funding for library services at the Federal, State, and local levels.

2. Financial support of the New York State Library should be increased to enable it to provide direct client services, serve as a reference and interlibrary loan backup for local libraries, and support library development throughout the State.

3. Libraries are encouraged to explore supplemental sources of funding, e.g. assistance from businesses or other groups. Such special resources should not replace equitable public funding for library services.

4. There should be increased Federal, State, and local government support for the conservation and preservation of library and archival materials in all formats.

B. Policy

1. Libraries should maintain and strengthen networking and resource sharing efforts to improve access to library collections.

2. Libraries should take an active role in the development of the National Research and Education Network (NREN).

3. Libraries should continue to investigate, use, and evaluate technological possibilities to improve access to information.

4. The State of New York should adopt and implement an information policy which lays the groundwork for both the public interest and for governmental responsibility.

5. Libraries should continue their vigilance in ensuring public access to government information at the Federal, State, and local levels.

6. Programs for government records management should be supported and strengthened.

7. Libraries should maintain and strengthen partnerships with other libraries, educational institutions, the business world, and the community at large to strengthen public access to information.

8. Information skills should be recognized and supported as an integral part of a basic education for citizens of New York State.

9. Libraries must provide services and outreach to all citizens including the disadvantaged, the aged, the handicapped, the institutionalized, native Americans, learning disabled, homebound, rural residents, and young people.

10. New York should adopt standards for services which will assure equitable access to information for all.

11. Libraries should continue and increase their participation in literacy programs.

12. Libraries should aggressively market their services to all segments of the community.

13. Library schools should recognize the value of distance learning and become more flexible, creative, and innovative in accommodating the adult student who will be staffing the libraries of the future.

14. There should be a well coordinated long-range plan for conservation and preservation of library materials with participation by Federal, State, and local governments, as well as institutions with research resources, researchers, and concerned citizens.

15. New York State should continue and strengthen its efforts to identify, preserve, and collect historical documents which record the contributions of all groups of citizens in their society.

16. The Governor's Conference on Libraries should recognize and encourage the participation of all kinds of libraries (public, academic, school, institutional, special, government, other?) in the coordinated provision of access to information throughout New York State.

17. New York State and the Federal government each needs to develop and operate a government-wide information inventory/locator system so that government itself as well as the public can identify and obtain public information. These information locator systems should use tools that cut across agencies, that encompass a broad range of formats, and that provide inventory/locator information in a standardized, machine readable form which user-based.

18. New York needs a State information locator system that is integrated with the ongoing legal records disposition process for State records, with a statewide database on local government records, and with

automated access systems in libraries.

19. The responsibilities of Federal information resources managers need to be redefined and clarified to include the design and management of information systems and services that meet both the government's and the public's information needs. Greater emphasis needs to be given to responsibilities for retrieval and dissemination of information.

20. New York should establish information life cycle stewardship responsibilities for State officials and employees with appropriate penalties for neglect or abuse.

21. The Federal government and New York State government should commit themselves to clear records management and information policies and should pursue policies that are consistent with one another and that intersect at appropriate points.

22. New York State should advocate, and the Federal government should create, a continuing Federal-State Information Policy Forum as proposed by the Council of State Governments, the National Governors' Association, and the National Conference of State Legislatures.

23. New York State government and the Federal government should each create a records and information commission (or agency).

24. New York needs a Government Information Policy Council which includes representation from key agencies and from local governments.

25. A well defined State government information resources management structure is needed to insure management of State information resources.

26. A mandate and central direction must be established in New York to provide legitimacy and authority for managing State information resources. As a first step, a Task Force might be created to investigate information management issues and recommend ways to improve information management, increase access to public information, and define appropriate roles for State agencies in the management and dissemination of information.

27. A strong emphasis on information management principles and better integration of the range of information management activities (including direct linkages with records management, archives, and library services) should be major items on a State information resources management agenda for the early 1990's.

28. Information ownership, confidentiality, accuracy, reliability, record keeping, access, and dissemination are issues which demand State government attention and resolution.

29. New York needs a State information policy that articulates the public interest, clarifies government's responsibilities, and sets general objectives for the use of information technologies in government.

C. Legislation

1. New York State should adopt legislation to designate prototype Electronic Doorway Library sites as proposed in Technology & Access: the Electronic Doorway Library (New York State Education Dept., Division of Library Development, 1989).

2. New York State should enact legislation to create an Information Policy Council with representatives from State and local governments.

3. New York State should adopt legislation giving statutory authorization to the New York State Document Depository Program to strengthen citizen access to information produced by State government.

4. Federal and New York State legislation should continue and strengthen efforts to ensure sound government records management practices.

5. Federal document depository legislation needs to be updated to legitimize computer access to government information in electronic formats, not just print, through the Federal Depository Library Program.

6. State and Federal legislation should maintain and expand local library literacy programs, especially those aimed at "hard to reach" communities.

7. Public libraries should be specifically included in all literacy legislation and administrative policy.

8. The Governor's Commission should make specific recommendations about Federal Information Policy as represented in the proposed amendments to the Paperwork Reduction Action, incorporating recommendations suggested by the library and information services community.

9. New York needs a new law on Executive Chamber records to replace its outdated statute. The new statute should make clear that Executive Chamber records are public property, are subject to disposition analysis similar to that for other Executive Branch records and that those judged to have continuing value are not to be alienated from the legal custody of the State.

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REPORT OF PUBLIC HEARING:
COMMITTEE ON PRODUCTIVITY AND THE ECONOMY,
GOVERNOR'S COMMISSION ON LIBRARIES
BUFFALO, NEW YORK
JULY 17, 1990
SENATOR HUGH T. FARLEY, COMMITTEE CHAIR

COMMISSION RECOMMENDATIONS:

Overview of Recommendations

The single greatest thrust among those who spoke on the subject of Productivity and the Economy was that of networking -- the significance of participating in networks that are capable of creating , identifying, retrieving, and furnishing information. Issues surrounding networks range from information ownership and availability, to significant technological questions. The recommendations proposed by the Committee on Productivity and the Economy focus on aspects of information sharing networks which transcend traditional boundaries of library services.

Speakers who discussed regional library concerns generally reviewed financial issues and the broad social role of libraries.

Specific Recommendations

1. Public policy should encourage cooperation and linkages among libraries and library systems, data providers of all types, communications services, and data users of all types in order to enable information which can enhance productivity to be delivered when and where it can prove most useful. This concept could be considered a "library without walls" in which information is widely accessible in linked machine-readable databases and delivered via affordable telecommunications networks to an end user without regard to the

physical location of either the information or the user.

2. Public funding for libraries from all levels of government should be increased to an absolute level sufficient to enable libraries to provide comprehensive information services within the context of the requirements of today's society. In addition to absolute increases, consideration should be given to devising formulae for funding from multi-jurisdictional sources, such as State and federal aid, which balance the varying abilities of local jurisdictions to support public services, so that localities with relatively lower taxing capabilities are not relegated to the status of "information have nots." Consideration should be given to substantial "catch-up" increases in State aid for primary library services such as book acquisition, staffing, and bookmobiles.

3. Measures of business productivity, efficiency, and effectiveness should recognize that timely, accurate, and useful information has an identifiable value. Public policy concerning economic development should include libraries as a resource component. To the extent that library services add value to data in order to make it useful in the context of business productivity, fees levied for such services can help to support traditional free library services. This concept, however, has the potential to conflict with a library's traditional mission to supply information free of charge and, if at all appropriate, must be selectively applied.

4. School libraries and library systems should be adequately funded, should maintain state-of-the-art resources and current information, and should offer instruction in the process of using libraries and other data sources to obtain information. School library services are an integral part of the educational system.

5. Public libraries function as a neutral vehicle in the life-long learning process, thus, public policy and funding should encourage this broad social role. Library funding should include recognition of the role of public libraries in delivering social, health, and family services; as well as their traditional educational role. Learners of all ages may be more willing to use the public library for literacy programs than they would be to go to a school building. Children are willing to participate in family oriented programs in the library, and use this as a springboard to a lifetime love of reading and learning.

6. Individual libraries of all types which are positioned to provide special subject information services, such as the international trade information provided in Buffalo, should be included in information sharing networks. Other network members need not duplicate in their own collections specialized information available from a specialized subject provider.

7. Information should be promoted as a major resource, and libraries as the primary provider of their resource. Libraries which are capable of providing information which can enhance productivity should engage in aggressive marketing and outreach to potential end users. Such outreach programs should be considered an integral part of the information service function. Libraries should be included in economic development legislation so that they will come to be viewed as institutions formally participating in economic development.

8. Whenever the establishment of telecommunications and data processing standards (either on a formal or de facto basis) involves public agencies or entities which are regulated by public agencies (such as telephone common carriers), public policy should require that the interests of the library community are represented. The library community should be actively involved in the establishment and management of standards for telecommunications and data storage, retrieval, and transfer technology. Domestic and international standards for the information industry are issued primarily through the National Information Standards Organization (NISO) and the International Standards Organization ISO) respectively. Libraries should expand their independent capabilities to manage technology, rather than relying on vendors and other outside entities.

9. Public policy should recognize the value of information retrieval and delivery, as well as the value of libraries as data depositories. Traditional policies, such as subsidized "book rate" mail services, should be expanded to include equivalent or enhanced modern technology. For example, reduced telecommunications tariffs for libraries would benefit society as a whole.

10. Partnerships should be established between libraries and businesses. These relationships can lead to increased sharing of information, expertise, and personnel; and they can also lead to innovative funding options for libraries, such as encouraging business and civic groups to "adopt a library."

11. Public policy should recognize that libraries provide a critical resource for displaced homemakers, immigrants, remotivated dropouts, and others at risk who are seeking entry into the workforce; and that they are of equal value to those seeking a career change and others wishing to alter directions within the workforce. The services of libraries now include not only those considered to be traditional, but also those that meet the changing needs of modern society.

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NEW YORK STATE
GOVERNOR'S COMMISSION ON LIBRARIES
REPORT OF PUBLIC HEARING:
COMMITTEE ON LITERACY
BRONX, NEW YORK
JULY 19, 1990
KEVIN SMITH, COMMITTEE CHAIR

RECOMMENDATIONS:

The twin themes that predominated in the testimony at the July 19th Hearing were [1] the enormity of the illiteracy problems in New York State and [2] the opportunities that libraries present both for people learning to read and for the professionals and volunteers working with learners.

The testimony and Committee findings show the need for public policy which recognizes public libraries as educational institutions that effectively address such pressing social needs as the creation of a literate, productive and democratic population. Libraries need the support of laws, regulations and funds. Public policy should also encourage lifelong learning for all people in New York State if they are to function effectively in an information society. Lifelong learning ranges from basic literacy, family literacy, the prevention of illiteracy to the sophisticated literacy levels required in a society which uses computers and telecommunications for daily communications as well as for research and advanced learning. To achieve these public policy goals, the Commission recommends the following actions:

1. The board of trustees and director of each public library in New York State should define that library's role and appropriate services in relation to literacy for persons of all ages and should establish a priority for those services.

Not every public library is alike -- communities differ, book collections differ, services differ, and resources differ. But each board and director has the responsibility to know the community the library serves and to develop a service program that meets the needs of that community.

Each library has a wide range of options in deciding its role in literacy -- from seeing that learners in formal classes receive library cards and are welcomed in the library, to sponsoring or co-sponsoring programs with other educational agencies. The board and director should make informed choices on roles and priorities, based on community study and consultation with learners, administrators of such other educational institutions as schools, BOCES, and community colleges, and with community and volunteer agencies.

2. Libraries must function as community centers and, as such, provide adequate staff and resources to be open to the public at hours convenient to families, students, older adults, working people, and preschoolers. The State Education Department should revise public library standards to ensure needed resources and services are available.

It is a disgrace that branch libraries in New York City are open so few hours and days because of the lack of City and State support. All libraries, including those in our smallest communities, must be conveniently accessible. Libraries must be open to be used. Decisions on library hours must be made on the basis of community needs, not tradition, convenience of staff, or insensitivity to schedules of working people. Adult learners and new readers should have access to a full range of services from competent librarians and other staff. State Education Department regulations for public libraries, last revised in 1950, need to be updated.

3. Education policy makers and teachers should emphasize the formation of lifelong learning habits, school library media centers with a full range of resources and services, and class visits to public libraries available to every child as a part of the educational system.

The Library should be the center of today's school because its use is central to development of reading skills, fact finding, and critical thinking. Teachers and school library media specialists need to form closer partnerships that enable each child to learn how to use the library and its information resources for individual learning, personal growth, discovery and understanding of other people and cultures.

Schools need partnerships with public libraries, colleges, museums, historical societies and other places of learning to provide a full education for their students. Education administrators need to see these services in terms of the child, rather than the institution: the child is an individual who should be served by the public library long before he or she enters school. Throughout life, that individual should be served well by school, college, special and public libraries.

4. The Governor and President must recognize libraries as educational agencies for lifelong learning and the part which they play in family literacy.

5. Libraries, in their work to ensure a literate population, should cooperate with, and make full use of, television and other media. Key library suppliers and the Advertising Council should undertake a new national literacy information campaign to build upon the 1991 White House Conference on Library and Information Services.

The effects of the Project Literacy U.S. (PLUS) media campaign on the issue of literacy have been dramatic. Not only were documentaries of the problem of illiteracy aired on public broadcasting stations across the country but the American Broadcasting Company (ABC) and its local affiliates included literacy as a theme in network specials and included it as a story line in soap operas, dramas, and situation comedies. Libraries must continue their participation in these types of cooperative efforts and look to other media sources for cooperation. From young children viewing the picture page segments of Captain Kangaroo to school age children practicing their reading with The Electric Company to adults expanding their knowledge via the Read More About It campaign, television has a profound impact on American life and families. Cable television should be investigated so that its usefulness to libraries as a n educational tool might be fully utilized. Both public and commercial radio stations should become partners with libraries and others involved in the provision of lifelong learning. Currently in New York City, a cable television station operates 24 hours-per-day, offering literacy instruction.

6. Libraries should participate in any State or Federal funding which becomes available to support the use of volunteers in the library for literacy and other services.

7. The Governor and the President should provide library access to any State or Federal literacy funding which is made available by specifically including libraries in bill language and regulations.

Although legislation may be written in a permissive manner, if libraries and library systems are not specifically mentioned, they may be excluded from participation.

8. The Governor and Legislature should make funds available to New York State Library Division of Library Development and the New York Library Association for a library card campaign to encourage educators, social service professionals and other human service providers to make full use of libraries and to encourage learners of all ages to obtain and use library cards.

A vital link in the provision of library and information services is referral by human services agency personnel to literacy and other programs of interest to persons who are considered to be "at-risk." Unfortunately, many of those professionals are not library users themselves and often do not realize the type and scope of services offered by the public library which would be beneficial to their clients. Putting a library card in the hands of persons who are often the "front-line" contact with difficult-to-reach populations is an efficient method of indirect contact with those whom the library is eager to reach.

9. State support of libraries must increase to provide at least 25 percent of the total dollars spent on library service in New York State. An increase in aid should be accompanied by an increase in staff and resources in the New York State Library Division of Library Development.

Over the last thirteen years, State support for public libraries has proportionately decreased. In 1977 State aid constituted 16 percent of the total public library expenditure; today it is only 12 percent. A 1989 study showed that each dollar of State aid for library systems provides services which would cost $3.50 if provided at the individual library level. State aid should be doubled as a means of sound investment of State funds in the future of learning.

10. Libraries should aggressively and creatively market their services, the joys of learning, and the importance of reading. Library systems should improve their public relations service for member libraries; libraries should play a major rule in Adult Learning Week in New York State, and such events as the "Night of 7,000 Stars" or the 1991 "Great American Read-Aloud", and the New York State Library should involve other libraries in a statewide network of participants in the Library of Congress Center for the Book program.

11. The Legislature should enact legislation that requires inmates of correctional facilities to learn to read before their discharge, and should provide the library and instructional resources needed to make this possible.

12. The State Education Department should explore ways in which to get literacy information [basic information on literacy, providers, client types, etc.] made a part of the various graduate schools of library science, education and social work curricula.

13. The Governor and the Legislature should make funding available for the design of an "Adult Literacy is Fundamental" program, patterned on the very successful Children's Reading is Fundamental program.

14. The State Education Department should develop as part of its workplace literacy program a model component for connecting workplace literacy training programs with public libraries as part of a public-private literacy partnership.

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NEW YORK STATE
GOVERNOR'S COMMISSION ON LIBRARIES
REPORT OF PUBLIC HEARING:
COMMITTEE ON THE ROLE OF LIBRARIES IN A DIVERSE STATE
CENTEREACH, NEW YORK
AUGUST 24, 1990
DR. HELEN F. FLOWERS, COMMITTEE CHAIR

RECOMMENDATIONS:

1. Public and school libraries should be supported in the development of outreach services to children, senior citizens, and the disabled.

2. Networking of public and school libraries, using automation, should be supported on the basis that it can increase use and decrease cost through inter-library loan and other services.

3. Criteria should be developed based on students to be served and classroom supported for the provision of school library media specialists' services.

4. Graduate institutions should be encouraged and provided with incentives to establish preservice and inservice training for prospective and practicing librarian personnel to meet the skill requirements of the staffs of libraries, museums, and other institutions with comparable missions.

5. Library instruction in information retrieval and in the organization of information must take place at all school levels.

6. Along with the traditional preservation of knowledge, library schools must emphasize the information aspect of librarianship.

7. Non-governmental sources and charging fees for library services should be explored as ways to increase library funding.

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RECORD OF DEBATE ON RESOLUTIONS PRESENTED ON THE FLOOR
by
THE NEW YORK STATE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

EMPIRE STATE PLAZA
NOVEMBER 29-30, 1990

Note: For a list of the delegates to the Governor's Conference on Library and Information Services, see Exhibit Five of this report.

Resolutions contained in this document were debated, as amended, on the floor by the delegates to the GOVERNOR'S CONFERENCE on LIBRARY AND INFORMATION SERVICES.

FCR1002, Intellectual Freedom:

RESOLVED: That public library borrowing policies should be eliminated which restrict access by material type, age level of borrower or replacement cost of materials and/or equipment. Federal and state laws should be amended to guarantee access to all library materials without discrimination by age, material type or cost of item and existing confidentiality and privacy statutes should be enforced in all public libraries, especially in the area of circulation records and borrowing procedures.

ADOPTED BY VOICE VOTE

FCR1009, Access to Government Information:

RESOLVED: That the right of the people to have ready access to government information and the belief that government, at all levels, has an affirmative duty to provide and facilitate public access to government information is strongly supported by the Governor's Commission on Libraries.

ADOPTED BY VOICE VOTE

FCR1029, Health Care Information for Consumers:

RESOLVED: That New York State strengthen its support to health sciences libraries, public libraries and Reference, Research and Resources Councils to ensure equal and adequate access to health care information for health care consumers, patients and their families and that in so doing, provide a model for cooperative effort that can be presented and promoted at the White House Conference on Library and Information Services.

ADOPTED BY VOICE VOTE

FCR1035, New York State Information Policy:

RESOLVED: That the Governor should create immediately by Executive Order and he should submit no later than 1992 a proposal to create in statute a New York State Information Policy and Practices Commission. The Commission should include at least the Director of the Division of Budget, the State Comptroller, the Attorney General, the Commissioner of Education (State Archives and Records Administration, the New York State Library), the Secretary of State (Committee on Open Government), the Director of the Office of Management and Productivity, and the Chair of the New York Local Government Records Advisory Council or their designees. The Executive Order and statute should include a statement of state information principles as a basis for sound state government information policies and practices; promote coordination on these among state agencies and between state and local government; propose needed information statutes, regulations, policies, standards and programs to the Governor, Legislature and appropriate agencies; assess the impact of Federal information policies and practices on New York and recommend actions to improve them; and issue a bi-annual report to the public describing state information policy and practices, their adequacy, and actions needed to improve them.

ADOPTED BY VOICE VOTE

FCR 1070, Annualized State Funding:

RESOLVED: That the Governor and the Legislature provide for the needs of libraries throughout the state with annualized funding increases.

ADOPTED BY VOICE VOTE

FCR1074, Federal, State and local support for the operation and programs of libraries throughout the State of New York has been insufficient to provide for the provision of quality library service:

RESOLVED: That the Governor's Conference on Library and Information Services recommend that the Federal, State, and local governments each explore options such as designated revenue sources, designated taxes or other changes that will provide for stable, equitable and adequate funding for the libraries in this nation.

DEFEATED BY TALLIED VOTE: YES 103, NO 126, ABSTAIN 24

FCR1082, Increasing Awareness of the Value of Liberties:

RESOLVED: That a comprehensive and aggressive public relations program for libraries must be established to educate and increase public awareness of libraries and librarians.

ADOPTED BY TALLIED VOTE: YES 164, NO 82, ABSTAIN 24

FCR1083, Increasing Productivity by Providing Information to Businesses:

RESOLVED: That New York State should increase support to libraries and library systems earmarked for business services which will enable the small business person and corporate user alike to access the information which is such a vital component of economic growth and increased productivity.

ADOPTED BY VOICE VOTE

FCR 1086, "English-only" Legislative Initiatives:

RESOLVED:This conference opposes local, state and federal legislative attempts to create "English-only" statutes, and encourages libraries to provide materials and services to help non-English speaking Americans learn English in order to enable them to fully participate in our democracy.

ADOPTED BY VOICE VOTE

FCR1099, Access to Library Services by all New York State Residents:

RESOLVED: That the Regents, the State Education Department, and the State Legislature should work for universal library service in New York State, mandating that every community be required to support and fund public library services adequately as it does now for schools.

ADOPTED BY VOICE VOTE

FCR1102, Statewide Library Literacy Efforts:

RESOLVED: I. That the governor recognize the role that libraries have taken in battling illiteracy-particularly in forming a partnership with the schools and in selecting/promoting appropriate age level reading materials.

II. That New York State create a position to coordinate and support library literacy efforts.

III. That the governor provide additional and adequate funding to develop, maintain, and expand library literacy and reading programs.

IV. That the governor provide adequate funding to library literacy programs to recruit and train qualified professional librarians, educators and volunteers.

ADOPTED BY VOICE VOTE

FCR1109, Adults with Learning Disabilities:

RESOLVED: New York State's Libraries should develop networking, informational, outreach and educational services run in conjunction with the Adult Literacy Centers and The Library Service for People with Special Needs. To have a volunteer group with representation from just about every disability including the learning disabled population meeting every two weeks with at least two paid library representatives who are aiding in organizing complex informational and educational service within the library system. There are two different programs that can now be joined together and by continuing and expanding both services we will be improving services not just for adult literacy but for persons with special needs and the learning disabled populations.

ADOPTED BY VOICE VOTE

FCR1116, New York State Center for the Book:

RESOLVED: That the New York State Library be directed to submit an application to establish a center for the Book in New York State which is affiliated with the center for the Book in the Library of Congress.

ADOPTED BY VOICE VOTE

FCR1120, Integration of Library Skills into all Educational Programs:

RESOLVED: The State Education Department's Office of Elementary, Middle and Secondary Education be directed to require integration of library media and information skills instruction into all content areas K-12 through such means as ensuring inclusion in all curriculum written by SED, inclusion in the assessment instrument of the Effective Schools Consortium and the Excellence and Accountability Program and by requiring each school district to adopt a written plan of service which meets this objective and which is administered by a library coordinator who is a certified school library media specialist appointed by the district.

ADOPTED BY VOICE VOTE

FCR1123, Equitable Access to Information by Youths:

RESOLVED: That the State Education Department shall institute a thorough review of Section 711 Chapter 53 of the Education Law of 1985 to include a clear and specific funding formula, including a maintenance of effort clause and a supervised accounting procedure and to recommend appropriate funding to the Legislature. Such review shall be accomplished by 1992.

ADOPTED BY VOICE VOTE

FCR1129, Funding for School Library Systems:

RESOLVED: That the NYS Legislature and the Governor respond to the need for increases in existing funding for school library systems in order to assure that the school library systems are equal partners among all library systems in the distribution of state and federal funds.

ADOPTED BY SHOW OF VOTING CARDS

FCR1140, Library Books in School Contingency Budgets:

RESOLVED: That section 2023 of New York State Education Law be amended to include library books and other resources, print and non-print as "essential to maintain the educational program" of a school district.

ADOPTED BY VOICE VOTE

FCR1146, Rural Public Libraries:

RESOLVED: That a rural public libraries study commission be established to address the inequitable services in public libraries whose chartered population is 7500 or less.

ADOPTED BY VOICE VOTE

FCR1178, Electronic Access to Local, State and National Libraries:

RESOLVED: That the Governor's Conference on Library and Information Services support the concept of the National Research and Education Network (NREN) which would connect government, industry, higher education and libraries and would establish a digital library of databases and knowledge accessible through the telecommunications network.

ADOPTED BY VOICE VOTE

FCR1191, Statewide Electronic Library Card:

RESOLVED: That the State Library should ensure that all residents of New York State have a state electronic library card which gives each individual access to the statewide library network which makes the resources of all the libraries in the state available to holders of such a card.

ADOPTED BY SHOW OF VOTING CARDS

FCR2001, National Electronic Network:

RESOLVED: That the New York delegation to the July 1991 White House Conference support national electronic networking that will help New York State expand its productivity and research and the New York State Library Technology and Access Biennial Committee ensure that plans for Statewide library networking be compatible with emerging national network efforts so that New York's libraries can achieve their maximum potential in providing telecommunications-based information services.

ADOPTED BY VOICE VOTE

FCR2002, Library Services to Youth:

RESOLVED: That the public and school libraries and library systems should support services to youth by securing and allocating adequate funds and staff for such services and by making needed improvement in library hours, physical arrangement, and consultant services.

ADOPTED BY VOICE VOTE

FCR2003, Preservation of Books and Historical Documents:

Resolved: (1) That local, state and national publishers, including governments at all levels be encouraged to use stable alkaline paper for the production of information materials (including government records) with significant value for research,

(2) that New York State increase the resources available to support its conservation/preservation program, and

(3) that New York State aggressively pursue the increase of Federal and local government and corporate and other private support for the conservation and preservation of information materials vital to the State's future productivity, democracy and scholarship.

ADOPTED BY VOICE VOTE

FCR2004, Shortage of Librarians in New York State:

RESOLVED: That the Regents develop a statewide plan that will ensure the recruitment, education, and continued professional growth at all levels of a culturally diverse group of librarians and other information professionals to meet the needs of our diverse state.

ADOPTED BY VOICE VOTE

FCR2005, Library Services to Meet the Changing Needs of Society:

RESOLVED: Public Policy should recognize that libraries provide a critical resource for displaced homemakers, immigrants, remotivated dropouts, people with disabilities, released prisoners, ex-prisoners and others at risk who are seeking entry into the workforce; and that they are of equal value to those seeking a career change and others wishing to alter directions within the workforce.

ADOPTED BY VOICE VOTE

FCR2006, Support for Adult Learning, Services to Children and Literacy Efforts:

RESOLVED: That the Governor and the Legislature of New York State, and the President and the Congress of the United States should formally recognize public libraries as educational agencies for lifelong learning by specifically including libraries in all legislation, regulations and policy statements which provide funding for or otherwise affect adult learning, services to children and efforts to increase literacy.

ADOPTED BY VOICE VOTE

FCR2007, Headstart-type Programs in Public Libraries:

RESOLVED: That additional Headstart-type programs be funded in public libraries as soon as possible where feasible and desirable.

ADOPTED BY SHOW OF VOTING CARDS

FCR2008, Restrictions of Access to Books and Information by Citizens:

RESOLVED: That the White House Conference recommend to the Congress abolition of laws and regulations which inhibit access to information. That the White House Conference recommend to the Congress the end of all actions which will bring about the privatization of access to information. That the delegates assembled deplore any action by any individual citizen which leads to the censoring of any materials selected for community use by the library.

ADOPTED BY TALLIED VOTE: YES 133, NO 95 [ABSTENTIONS NOT RECORDED]

FCR2009, Modern Library Equipment in Libraries:

RESOLVED: That New York State provide sufficient funding to libraries to ensure adequate access to information and materials by all citizens of the state. Specifically, all libraries should be equipped with a telephone, a photocopier, a microfilm reader/printer, a FAX machine, and a microcomputer with CD-ROM drive, modem and printer.

ADOPTED BY VOICE VOTE

FCR3002, The Library Profession and Library/Information Services in African/American and Native American Communities:

RESOLVED: That New York State must address the following concerns of the New York Black Librarians Caucus on behalf of African-American and Native-American constituents in New York State. Providing educational/cultural information services to minority communities, especially where people of African descent or Native Americans reside, on an equitable basis. Providing continued outreach to minority communities through services and programs to increase reading ability, library skills development, educational levels, and preserving and strengthening production of sources for informational needs and their literature. Meeting the demonstrated high demand among people of African descent and Native Americans for better access to information on all levels of libraries and information services. Increasing efforts to recruit African-American and Native-American librarians and improving opportunities for their advancement in library and information services to impact on decision-making practices.

ADOPTED BY VOICE VOTE

Revised: December 9, 1990
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THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES
1991

[NOTE: In the following list of recommendations adopted by the 1991 White House Conference on Library

and Information Services two technical corrections are pending: 1. Use of the word "state" to denote a geographic or political entity should be construed to include "Tribal and Alaskan native governments." 2. The term "public libraries" should be construed as "publicly-funded libraries."]
[SOURCE: A copy of these recommendations was provided to the Assembly Sub-committee on Libraries by the Honorable Joseph Shubert, Assistant Commissioner for Libraries and State Librarian, Cultural Education Center 10C34, Albany, New York 12230, [518] 474-5930. For a list of the membership of the New York State Delegation to the White House Conference on Library and Information Services, see Exhibit Five of this Report.]

Citizen delegates to the 1991 White House Conference on Library and Information Services adopted a final set of 94 policy recommendations. During the nearly nine hour final voting session, the delegation trimmed a list of 132 policy proposals to the final tally. The vote showed particular concern for issues of national information policy, access to information, and the role of libraries in education and literacy. Additional issues addressed in the final set of policy recommendations include user fees, intellectual freedom, services for diverse populations, information literacy, human resources, networking, standards, and censorship. The draft recommendations are as follows:

Recommendation No: ACCO1-1, Collection Development:

The collections of our nation's libraries are unable to keep pace with the rapid growth of knowledge and information. A major national program with significant federal funding is needed to strengthen these resources so essential to all aspects of library services.

Recommendation No: ACC01-2, Collection Development:

Urge the President and Congress to support increased appropriations for all types of library and information services under authorized federal law.

Recommendation No: ACCO1-3, Collection Development:

Urge Congress to provide dedicated collection development funds to school library media centers in order to strengthen out-dated, deteriorating and inadequate collections, coordinated with other libraries to purchase of needed materials, and encourage school library media centers to share resources.

Recommendation No: ACC01-4, Collection Development:

Urge Congress to provide dedicated collection development funds to school library media centers in order to strengthen out-dated, deteriorating and inadequate collections, coordinated with other libraries to purchase of needed materials, and encourage school library media centers to share resources.

Recommendation No: ACC01-5, Collection Development:

Libraries have collections development policies which provide for universal access to all forms of information and materials which meet the diverse needs of users including, but not limited to language and cultural background differences.

Recommendation No: ACCO2-1, Physical Barriers:

We urge that the President and Congress establish a National Library Service for Persons with Disabilities in order to emphasize the utilization of alternative media and the elimination of barriers to serving a significant portion of the US population. All barriers to library and information services should be eliminated to achieve full and complete access as set forth in the Americans with Disabilities Act of 1990, and federal funds be made available to assure compliance and provide incentives for making existing library facilities accessible to persons with disabilities.

Recommendation No: ACC02-3, Physical Barriers:

Encourage the establishment of new libraries where needed and support the abolition of barriers to library and information services whether educational, language, format, physical, architectural, legal, fiscal, technological, attitudinal, geographical, environmental, or cultural.

Recommendation No: ACCO3-1, Censorship/Confidentiality:
Urge Congress and the state legislatures to adopt laws to guarantee the rights of library patrons to privacy and confidentiality in the use of library materials and urge compliance with existing confidentiality and privacy statutes.

Recommendation No: ACC03-3, Censorship/Confidentiality:
Urge NCLIS to develop a National Freedom Awareness Program which can assist libraries in protecting first Amendment rights of privacy.

Recommendation No: ACC03-4, Censorship/Confidentiality:
Urge that federal funding policies for libraries not be conditioned upon the content of material legally acquired with such funding.

Recommendation No: ACC03-5: Censorship/Confidentiality:
Federal legislation is needed to mandate open access to information. We encourage Congress to accept the principles of the Freedom to Read Statements, the ALA Library Bill of Rights, and its interpretation pertaining to school library media programs.

Recommendation No: ACCO4-1, Information Resources:
Congress should amend the Freedom of Information Act to ensure access to all non-exempt information, which is either received by the federal government or created at public expense regardless of physical form or characteristics. Congress should create an advisory committee composed of library professionals, information industry representatives, and the general public to work with federal agencies to keep them advised of the public's needs.

Recommendation No: ACCO4-2, Information Resources:
We urge the federal government to provide increased support for the Depository Library Program to ensure improved receipt of currently "fugitive" publications and access to information in electronic form. We urge the federal government to provide comprehensive indexing and abstracting for all public documents in order to provide equitable and easy access for all citizens.

Recommendation No: ACC04-3, Information Resources:
Congress should enact legislation that would create an "ERIC-like" information clearing house for scientific research, including but not limited to federally funded projects.

Recommendation No: ACC04-5, Information Resources:
The President and Congress should more clearly and narrowly define "National Security" in order to safeguard the public's right to know. We urge the President to direct federal agencies to cooperate with Depository Program by providing their information [as referred to in section 1901, Title 44, of the US code] to the system.

Recommendation No: ACC04-6, Information Resources:
We urge the President and Congress to enact legislation to encourage states and localities to enact legislation that provides to libraries preferential telecommunication rates.

Recommendation No: ACC04-7, Information Resources:
We encourage the President and Congress to direct federal agencies to use the nationwide network of libraries as well as the depository library system to disseminate information needed to address and solve critical national problems.

Recommendation No: ACC05-1, Users:

Public access to information in publicly funded libraries should be provided on a non-fee basis.

Recommendation No: ACC05-2, Users:

We urge Congress and state legislatures to provide funding and enforce standards for libraries in providing general library and information services in the prisons.

Recommendation No: ACC05-3, Users:

We urge the President and Congress to establish a study commission to recommend policies and programs intended to improve access to library and information services for Native Americans including American Indians, Alaska Natives, Native Hawaiians, and other underserved US populations.

Recommendation No: ACC06-1, Informational Barriers:

The federal government should increase the "dedicated funding" for the Library of Congress Service for the Blind and Physically Handicapped in order to provide expanded and expedited production of braille, cassette, and disc books and magazines as well as the necessary equipment for users, and Congressional legislated funding should be allocated to ensure the uninterrupted free postal transmission of these materials.

Recommendation No: ACCO7-1, Language Barriers:

Congress shall fund library programs of service to our multicultural and multilingual (including deaf culture and American Sign Language) population. Congress should reauthorize and expand the Higher Education Act (Title II-b) to support the training and retraining of people to serve multicultural and multilingual populations.

Recommendation No: ACC09, Future Goals:

NCLIS should encourage vigorous discussion throughout the 1990's concerning innovative approaches for meeting the information needs of library users.

Recommendation No: CRC GOVO1-1, Government Organizational Structure:

The President shall propose to Congress to change the title of Department of Education to the Department of Education, Libraries and Information Services and restructure the department accordingly by establishing an Assistant Secretary of Libraries and Information Services.

Recommendation No: CRC G0V01-2, Government Organizational Structure:

Both the House of Representatives and the Senate should establish a library and information services committee or sub-committee before the next session of Congress.

Recommendation No: CRC G0V01-3, Government Organizational Structure:

Establish a National Institute for Library and Information Service with a scope not in conflict with federal library legislation.

Recommendation No: CRC G0V02-1, National Fiscal Policy Revision

Congress should repeal the inventory tax on books.

Recommendation No: CRC G0V02-2, National Fiscal Policy Revision

Continue to provide Postal Revenue Foregone and special mailing rates for libraries including extra-state jurisdictions.

Recommendation No: CRC GOVO2-3, National Fiscal Policy Revision:

Increase both the amount and the share of the federal funding for libraries while retaining the state and local maintenance of effort provisions to make library and information services the centerpiece for the

education revolution called for in "America 2000". LSCA must be forward funded.

Recommendation No: CRC GOV02-4, National Fiscal Policy Revision:
Congress shall extend the impact formula from the Department of Defense budget to support public library services in areas serving military and other federal defense installations.

Recommendation No: CRC GOV05-1, Implementation of Existing Federal Funding Legislation
Adequate funding should be provided to organizations which have national information missions like the Library of Congress, National Library of Medicine, National Agricultural Library, National Archives, National Technical Information Service, Government Printing Office, National Endowment for the Humanities, National Commission on Libraries and Information Science, and other appropriate Federal agencies charged with information dissemination.

Recommendation No: GOV05-2, Implementation of Existing Federal Funding Legislation:
The President and the Congress shall recognize formally all libraries as educational institutions for lifelong learning by specifically including libraries in all legislation, regulations and policy statements. This is in order to provide access to funding for adult learning and training, services to children, and efforts to eliminate illiteracy, and make libraries the center of the revolutionary movement called "America 2000." Congress shall fund a basic level of services and facilities for public libraries.

Recommendation No: CRC GOVO5-3, Implementation of Existing Federal Funding Legislation:
The President and the Congress shall recognize formally all libraries as educational institutions for lifelong learning by specifically including libraries in all legislation, regulations and policy statements. This is in order to provide access to funding for adult learning and training, services to children, and efforts to eliminate illiteracy, and make libraries the center of the revolutionary movement called "America 2000". Congress shall fund a basic level of services and facilities for public libraries.

Recommendation No: CRC GOV05-5, Implementation of Existing Federal Funding Legislation:
Fully forward fund the authorization for LSCA as amended and signed by President Bush on March 15, 1990.

Recommendation No: GOV05-6, Implementation of Existing Federal Funding Legislation:
Redirect and allocate US Department of Education funding resources and the administrative responsibilities for LSCA Titles VI (Library Literacy Programs) and VIII (Family Learning Centers) to state library agencies.

Recommendation No: CRC MARO1-1, Library Marketing:
That model programs to market libraries to their publics which emphasizes the library as a resource to meet educational, business, and personal needs be created. The models should promote all elements and components of the library community. Congress should also appropriate funds to create the model and to implement it in the local level.

Recommendation No: CRC MAR01-3, Library Marketing:
The President shall direct the Department of Education to research and evaluate the impact of libraries upon their communities and assess community needs. This model should be developed so that it can be also used by state & local governments to promote the effectiveness of Libraries in enhancing the productivity of the American workforce.

Recommendation No: CRC NET01-1, Defining Networks:
Request the President of the United States and Congress to provide leadership and funding for development of a comprehensive plan for actions at the national, state, regional and local levels to ensure a workable and productive networking and sharing of library and information resources for the benefit of all

people.

Recommendation No: CRC NET02-1, Community Information:

All people must have access to community information and referral services. To that end, the federal government must encourage local library communities, (including public, academic, private, school, corporate, correctional and other special libraries) to actively collaborate with all community service providers and agencies ensuring that libraries serve as full partners in community progress and planning. These local library communities should employ networks and other means of resource sharing to achieve the widest possible dissemination of information including but not limited to jobs, careers, educational opportunities, health care, productivity, public affairs and the economy.

Recommendation NO: CRC NET04-1, Friends of Libraries:

As a matter of national library policy, the establishment of Friends of the Library groups should be encouraged of all types of libraries. In preparation for the year 2,000, we support President Bush's call for these kinds of volunteer efforts. In addition, state-level Friends groups should be established in all states, territorial, and tribal communities, and be coordinated with local and regional Friends groups.

Recommendation No: CRC NETO5-1, Funding:

In order for the United States to increase its productivity and stay competitive in the world marketplace, sufficient funds must be provided to assure that libraries continue to acquire, preserve and disseminate those information resources needed for education and research. Thus a national, regional, state, and local commitment of financial resources for library services is an indispensable investment in the nation's future. Government and library officials and representatives of the private sector must work together to amass sufficient funds to provide these necessary resources. The President and the Congress must recognize that it is crucial to the national interest to support education and research by expanding and fully funding statutes related to information services such as the Higher Education Act, Medical Information Assistance Act, College Library Technology Library Service and Construction Act (LSCA), and the National Research and Education Network (NREN) and other related statutes. Amend Chapter II of the "Education Consolidation and Improvement Act" to allocate funds for networking School Libraries.

Recommendation No: CRC NET08-1, Bibliographic Databases:

The President and Congress shall fund and support access to all types of materials and information resources (bibliographic/non-bibliographic, commercial and non-commercial). Such access shall be provided through development of coordinated networks (electronic, human, organizational). Access for the end user shall be addressed in the establishment of all networks and standards.

Recommendation No: CRC NET10-1, Public/Private Cooperation:

Public and private partnerships at local, state and national levels should be greatly encouraged and expanded to enable all types of libraries and information providers to work together to support national literacy efforts, productivity and economic development. The nation's library community, at all levels, is urged to pursue public/private partnerships to help fund the initial investment in library networking.

Recommendation No: CRC NET11-1, Resource Sharing:

Urge librarians, other information specialists and professional organizations to recognize the long-term value to library users and to themselves of a national network of libraries and support use of the network and assure that all types of libraries are access points within the network.

Recommendation No: CRC NET11-2, Resource Sharing:

Libraries must place a high priority on the sharing of resources with improved interlibrary loan staffing, space, equipment and document delivery methods to help meet the information needs of the people. Barriers exist at the federal and state level that prevent resource sharing among all types of libraries - academic, public, school and special. These barriers must be recognized and overcome. The concept of multi-type library systems must be endorsed as one acceptable model.

Recommendation No: CRC NET12-1, Rural Services:

Equal Opportunity to participate in our country's economic, political and social life depends upon equal access to information. Networks connecting rural, small, tribal and urban libraries should be developed and supported both at the Federal, State and local levels to ensure basic library services to all end users. Federal Government should provide additional funding under LSCA which addresses the networking needs of rural and small libraries based on low density populations. All rural and low density population libraries should be provided by federal funds a minimum of one access terminal on the National Research and Education Network.

Recommendation No: CRC NET13-1, School Libraries:

In order to assure all students have equal access to the nation's library and information resources, state and federal statutes shall be enacted and/or revised, as well as adequately funded, to ensure that all school libraries participate in regional, state and national networks, and in support of America 2,000. Every America 2000 New American School shall be networked to share information, resources, and ideas using a technologically advanced library media center as its information technology hub.

Recommendation No: CRC NET15, Standards:

The President and Congress shall require federally funded network communications architecture be compliant with the National Institute of Standards and Technology's U.S. Government Open System Interconnection Profile standard whenever practical. State and local government entities should standardize the approach they take to information storage and dissemination. Government agencies must develop and use industry-standard formats for the release and transmission of their information. The President and Congress shall fund and support access to all types of materials and information resources (bibliographic or non-bibliographic, commercial and non-commercial). Such access shall be provided through development of coordinated networks (electronic, human, organizational). Access for the end user shall be addressed in the establishment of all networks and standards. Federal and state library and archival agencies in concert with standard-setting agencies shall ensure that standards relating to hardware and software compatibility and information interchange are developed and applied, and that these standards ensure the integrity and security of electronic systems and data and the privacy of individuals.

Recommendation No: CRC NET16-1, Legal Information:

Libraries should be encouraged to become active communication ports for legal and government information.

Recommendation No: CRC NET16-2, Legal Information:

The Law Library of the Library of Congress shall be designated by Congress the National Law Library charged with assuming a leadership role in coordinating access to the literature of the law for the benefit of all library users.

Recommendation No: CRC NIPO1, Information Delivery:

Congress shall reduce current postal rates and increase appropriations for revenues foregone. Libraries shall have access to telecommunications services at reduced cost and with no surcharges to be applied to their use. Special recognition shall be given to the needs of the geographically isolated, including the territories and the non-contiguous states for more current information and rapid delivery of library materials regardless of format. Congress shall monitor emerging alternative methods of delivery and support appropriations to subsidize such delivery of library materials.

Recommendation No: CRC NIPO2, Copyright:

Congress shall, at an early date, review and amend, copyright legislation with respect to the impact of new and emerging technologies: A) To insure that all library and information service users have access to all forms and formats of information and library materials B) To provide the right to use information technology to explore and create information without infringing the legitimate rights of authorship and ownership; C) To encourage networking and resource-sharing while providing appropriate and manageable credit and compensation for authorship or ownership; D) To permit libraries and information services preferential fair-use status equivalent to that of educational institutions.

Recommendation No: CRC NIP03-1, Government Information:

Since information created and maintained by the government is public information owned by the people, held in trust by their government, Congress shall guarantee open, timely, free, and uninhibited access to public information regardless of format except where restricted by law.

Recommendation No: CRC NIPO3-2, Government Information:

Congress shall pass legislation requiring that all federal agencies follow the Principles of Public Information as published by the National Commission on Libraries and Information Services and encourage other levels of government to follow similar principles.

Recommendation No: CRC NIPO3-3, Government Information:

All public information shall be indexed in a comprehensive bibliographic system.

Recommendation No: CRC NIP03-4, Government Information:

Neither Congress nor the Executive Branch shall abridge or otherwise restrict the right to public information through inappropriate classification, untimely declassification or privatization of public information nor should decisions be made to eliminate information collection and dissemination programs for solely budgetary reasons.

Recommendation No: CRC NIP04-1, Fiscal Concerns:

Congress shall provide incentives to: a) develop and produce quality literacy materials; and b) develop and make available new technologies and equipment to libraries; c) to develop programs in basic literacy and literacy enhancement.

Recommendation No: CRC NIP05-1, Government Initiatives:

Establish an Advisor on Information Policy to the President.

Recommendation NO: CRC NIP05-2, Government Initiatives:

The President shall propose to Congress to change the title of Department of Education to the Department of Education, Libraries and Information Services and restructure the department accordingly by establishing an Assistant Secretary of Libraries and Information Services.

Recommendation No: CRC NIP05-3, Government Initiatives:

Congress should enact legislation that requires library participation in all governmental action related to information technology.

Recommendation No: CRC NIPO7-1, Intellectual Freedom:

It is recommended that the United States Congress enact national information policies which shall deal include but are not limited to the following: A) declaring libraries as educational agencies essential to free democratic societies; B) assurance of the freedom to read by affirming libraries' obligations to provide, without censorship, books and other materials with the widest diversity of viewpoint and expression; and C) protection for organizational and individual users from scrutiny over what library resources and databases they use.

Recommendation No: CRC NIP08-1, Access:

Government, industry, and libraries shall work together to create a nationwide information infrastructure and ensure that all information users have free public access to that infrastructure through libraries.

Recommendation No: CRC NIPO8-2, Access:

That the United States shall adopt the policy that a fiber optic transmission network of other comparable transmission technologies be extended to all homes and businesses and work with other public and private entities to implement this policy.

Recommendation No: NIP08-3, Access:

Funding for federal depository library programs should be increased to ensure that the public has access to all government information regardless of format.

Recommendation No: CRC NIP08-4, Access:

Recognizing its special relationship to Native American peoples, the Federal government should immediately begin a comprehensive program to collect, preserve, and make available documents relating to that history, emphasizing equitable access including electronic formats.

Recommendation No: CRC NIP10-1, Conference Followup:

A White House Conference on Library and Information Services should be held and fully funded at least every decade, to establish the national goals and priorities in information policy for the next decade, to assure effective access, and increase of knowledge to all citizens, and to accomplish this goal in the light of rapid and innovative changes in technology and practice which are certain to occur. That the WHCLIS Task Force be funded in the Conference authorization.

Recommendation No: CRC NIP10-2, Conference Followup:

That the Congress enact a Library and Information Service Act to carry forward the recommendations of this conference and to deal with the recommendations they are being asked to create and support, including funding.

Recommendation No: CRC NIP11-1, Multi-Cultural, Multi-Lingual Services:

The President and Congress shall pass legislation to authorize and fund a program which (a) provides financial and technical assistance for library and information services for multi-cultural, multi-lingual populations, (b) a national database of multi-cultural, multi-lingual materials for use by libraries and information services, including research and demonstration projects on model library programs serving our multi-cultural and multi-lingual populations; (c) re-authorization and expansion of the Higher Education Act with the inclusion of provisions to encourage the recruitment of people of multi-cultural, multi-lingual heritage, including persons with disabilities, to the library and information services professions, and to support the training and retraining of library and information science professionals to serve the needs of multi-cultural, multi-lingual populations.

Recommendation No: CRC NIP12-1, Libraries in Education:

Libraries shall be designated as educational agencies and that the President included members of the library community in implementing America 2000, and appoint them to serve on relevant task forces and advisory groups. Further, that the Department of Education shall designate a school library program officer to oversee research, planning, and adoption of the goals of Information Power: Guidelines for School Library Media Programs. The Department of Education shall seek categorical funding for school library media programs.

Recommendation No: CRC NIP14, Special Collections:

Federal assistance and support shall be established for special information centers in non-profit institutions and public libraries in the areas of business, science and technology to serve the nation's business sector, particularly small business.

Recommendation No: CRC NIP15-1, Federal Library Services:

Congress shall designate Federal libraries, archives, and information providers as "inherently governmental" functions, not subject to mandatory contracting out. The President should instruct the Director of the Office of Management and Budget to remove Federal libraries from the list of commercial activities that are appropriate for contracting out.

Recommendation No: PER01-1, Professional Education:

The Division of Library Programs of the U.S. Department of Education should fund an exploratory, cooperative study with accredited library schools to develop alternative delivery systems for graduate programs in library and information science for those individuals who are underserved and unserved. The U.S. Congress should establish and fund a National Library Corps so that no person is prevented from obtaining a library education because of a lack of financial means. The Corps would promote early recruitment, scholarships, 0% interest loans or loan forgiveness in exchange of employment in areas of critical needs. The National Library Corps does not preclude the reauthorization and funding of Higher Education Act Title B, which provides fellowships for the education of professional librarians, including minorities, to serve in the nation's libraries.

Recommendation PER01-2, Professional Education:

Federal funds targeted for graduate education in Library Science should be made available to individuals whose educational skills and career plans will commit them to serve in geographical areas where shortages of personnel exist, or where specific skills are needed.

Recommendation No: PER-1, Recruitment:

Funding agencies in the public and private sectors should increase their support of fellowships and scholarships for minority library students; and library and information professionals should assume responsibility along with library schools for the recruitment of culturally-diverse populations into the library information professions. Therefore, we recommend that libraries and library services of historically Black colleges and universities be adequately funded and strengthened to prepare for the Work Force 2000 and that special funds be designated to prepare for the library and information programs at Atlanta University and North Carolina Central University, which are accredited by the American Library Association.

Recommendation No: PERO2-1, Continuing Education, Staff Development and Training:

The federal government should support library continuing education, staff development and training through providing scholarships, grants, loans for library staff at all levels, and funds for demonstration projects, such as distance learning, and make available to individuals whose educational skills and career plans will commit them to serve in geographical areas where shortages of personnel exist, or where specific skills are needed.

Recommendation No: PERO3, Standards:

NCLIS should create a task force of librarians, trustees, public officials and private citizens to study the problems of, and make recommendations on, standards, competencies and certification for librarians, information specialists, library technicians and other appropriate occupations, and make recommendations.

Recommendation No: PER4-1, Recruitment:

Funding agencies in the public and private sectors should increase their support of fellowships and scholarships for minority library students; and library and information professionals should assume responsibility along with library schools for the recruitment of culturally-diverse populations into the library and information professions. Therefore, we recommend that libraries and library services of historically Black colleges and universities be adequately funded and strengthened to prepare for the Work Force 2000 and that special funds be designated for the library and information programs at Atlanta University and North Carolina Central University, which are accredited by the American Library Association.

Recommendation No: CRC PREO1-1, Preservation Policy, Needs Assessment, and Implementation:

Congress shall adopt a national preservation policy to ensure the preservation of our information resources. The assessment of preservation needs should be clearly articulated with adequate funding provided for implementation of this policy. This policy must include: a) A broad-based program of preservation education and training is essential to the long-term development of a multi-institutional preservation effort; b) A comprehensive policy for preserving information on non-paper media; c) The development and dissemination of new technologies, standards, and procedures in our libraries, archives and historical organizations; d) Increased federal funding to support existing regional preservation centers and to create new centers in unserved regions of the country. Together, these resources will help to ensure that small libraries, archives and historical organizations will have access to the information and services they need to preserve their collections.

Recommendation No: CRC PRE02-1, Federal Support for State-wide Preservation Programs:

"States" shall be provided with the resources necessary to preserve historical and cultural information held in their libraries, archives and historical organizations. The term "states" includes the American Indian Tribes, District of Colombia, the Commonwealth of Puerto Rican, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Trust Territory of the Pacific Islands (the Republic of the Marshall Islands and the Federated States of Micronesia).

Recommendation No: CRC PRE03-1, Conference Report:

The final report of the White House Conference on Library and Information Services shall be printed on permanent, durable paper.

Recommendation NO: CRC SER01-1, Service/Program Evaluation/Effectiveness:

The Department of Education should establish a statistical model using existing data to: [1] evaluate the economic, social, educational, cultural and linguistic impact of libraries upon their communities and [2] assess community needs. This model should be developed so that it can also be used at the state and local levels.

Recommendation No: CRC SERO2, Omnibus Children and Youth Literacy Through Libraries Act:

SCHOOL LIBRARY SERVICES TITLE: Establish an office within the U.S. Department of Education responsible for providing leadership to school library media programs across the nation. Create federal legislation to provide demonstration grants to school for teachers and library media specialists to design resource-based instructional activities that provide opportunities for students to explore diverse ideas and multiple sources of information. Establish grants to provide information technology to school media centers. Require categorical aid for school library media services and resources in any federal legislation which provides funds for educational purposes. Establish a federal incentive program for states to increase professional staffing in school library media centers in order to provide/facilitate an integrated instructional program for every student in the U.S. Every school with an enrollment of 300 or more students shall have at least one full-time, certified school library media specialist.

A PUBLIC LIBRARY CHILDREN'S SERVICES TITLE: Demonstration grants for services to children. Funds for parent/family education projects for early children services. Funds to work in partnership with day care centers and other early childhood providers to offer deposit collections and training in the use of library resources. Funding for programs such as Head Start should be increased for early childhood education.

A PUBLIC LIBRARY YOUNG ADULT SERVICES TITLE: Demonstration grants for services to young adults. Funds for youth at risk demonstration grants, to provide outreach services for young adults on the verge of risk behavior as well as those already in crisis, working in partnership with community youth-serving agencies. Funds for a national library-based "Kids-Corps" program for young adults to offer significant, salaried youth participation projects to build self-esteem, develop skills, and expand the responsiveness and level of library services to teenagers.

A PARTNERSHIP WITH LIBRARIES FOR YOUTH TITLE: Fund the development of partnership programs between school and public libraries to provide comprehensive library services to children and young adults. Establish and fund research agenda to document and evaluate how children and young adults develop abilities that make information literate. Establish a nation-wide resource-sharing network that includes school library media programs as equal partners and insures that all youth have access equal to that of other citizens, to the nations library resources. Fund school and public library demonstration intergenerational programs that provide meaningful services (such as tutoring, leisure activities, sharing books, ideas, hobbies) for latchkey children and young adolescents in collaboration with networks and such private associations as AARP, which address the interests and needs of senior citizens. Fund family demonstration literacy programs that involve school and public libraries and other family-serving agencies. Fund discretionary grants to library schools and schools of education for the collaborative development of graduate programs to educate librarians to serve children and young adults. Fund opportunities for potential authors reflecting our cultural diversity to develop abilities to write stories and create other about diverse cultures for youth. Ensure that all legislation authorizing child care programs, drug prevention programs and other youth at risk programs include funds for books and library materials, to be selected in consultation with professional librarians.

Recommendation No: CRC SERO3, Literacy:

Congress shall pass a comprehensive National Literacy Act which acknowledges and facilitates through policy and funding the key role of libraries, working in partnership with other public and private entities, to provide adult, youth, and family literacy services. Literacy for all people must be a national priority. Such an initiative shall include the development of a national training model for aiding libraries in establishing, implementing and supporting literacy coalitions. Because of the crisis in the rural and urban minority communities, particular emphasis be paid to the African-American and other minority groups.

Recommendation No: CRC SER03-1, Literacy:

Literacy for all people must be an on-going national priority. Because of the crisis in the disadvantaged rural and urban minority community, particular emphasis should be paid to the African American and other minority groups. Such an initiative shall include the development of a national training model for aiding libraries in establishing, implementing and supporting literacy coalitions. To recognize the central role of libraries as providers of adult, youth, family, and work force literacy services, the Congress should amend the National Library Act of 1991. Policy and funding amendments shall include:

To urge Congress and state legislatures to appropriate funds for libraries to provide basic literacy and literacy enhancement programs and general information services in prisons.

The development of national training models for aiding libraries in implementing and supporting literacy programs.

Support to develop, produce, and disseminate quality literacy materials.

The development and availability of new technologies and equipment to libraries to support literacy services.

To make LSCA Titles VI (Library Literacy) and VIII (Library Learning Center Programs) State-based, rather than discretionary, so that all LSCA literacy and family learning programs within a state can be effectively coordinated with state and local literacy efforts, regardless of sponsorship.

Access to literacy training at all levels for people with disabilities shall be guaranteed by offering such instruction at accessible locations. Funding shall be set aside to conduct literacy training programs using both braille and American sign language.

Recommendation No: CRC SERO5-1, Information Literacy:

The President and Congress shall ensure that all Americans have access to sufficient library and information services to enable them to participate meaningfully in the life of our country as citizens and voters, thereby strengthening our democracy, and as producers and consumers thereby contributing to our economic success. The President and Congress shall establish a National Coalition for Information Literacy to develop a strategic plan for the general development for information literacy skills. Such a coalition would include schools, libraries, government, labor and industry, parents and the public at large.

Recommendation No: CRC SER06-1, Human Resource Development/Lifelong Learning:

Congress shall enable all types of libraries to expand their role in human resource development by building upon their present activities and providing resources which complement general education and skills training, facilitate employment preparation and career development, and assist individuals to develop their potential to contribute productivity to the goals of the nation.

Recommendation No: CRC SERO7-1, Diverse Populations:

Congress shall enable libraries in our increasingly multi-cultural and diverse society to target relevant services and programs to the special/unique segments of their communities' populations, including people with disabilities, and to serve as gateways by actively disseminating information to everyone in the U.S., its tribe, territories and freely associated states, including those in remote areas, through both traditional and non-traditional methods and locations. Services to reach both individuals and families of traditionally underserved populations should be equitable to those services offered to traditional users of a service-oriented public library. Coalitions should be encouraged between libraries and such diverse community groups, government institutions, business and health care providers.

Recommendation NO: CRC SER07-2, Diverse Populations:

The National Library Service for the Blind and Physically Handicapped of the Library of Congress is called upon to establish expanded service to persons who are print handicapped including: national collections of books and related equipment which would create a stronger resource to provide all borrowers with uniformly high quality service.

Recommendation No: CRC SERO8-1, Outreach:

1. Federal priority and economic support shall be given to establishing libraries as primary information sources for the nations' underserved. Congress shall adopt a national policy to extend library services through outreach; to pass the boundaries of traditional library services and reach out to people who either cannot avail themselves of library services or who do not know what services are available. Libraries shall actively seek to establish strong coalitions and to cooperate in partnerships with government, health care systems, business, education and non-profit organizations to improve information access, increase public awareness and support library services for all populations. Expanded library outreach services shall not be at the expense of other library or human service programs within the federal budget nor shall they be funded by user fees.

2. The federal government should pass legislation to provide funding for libraries to offer program or serve as resources for programs in such diverse areas as intergenerational programming, literacy tutoring, parent training, family programs, early childhood programs such as HEAD START; programs for day care providers, homework hotlines, after hours reference service, summer enrichment, young adult programming, among others.

Recommendation No: CRC TEC02-1, Government Electronic Information:

Appropriate federal agencies, in partnership with public and private organizations, will develop uniform guidelines, policies and standards for universal access to, management of, and preservation of government information in all formats.

Recommendation No: CRC TECO6-1, Networks:

Congress shall enact legislation creating and funding the National Research and Education Network (NREN) that will serve as an information superhighway and allow educational institutions, including libraries, to capitalize on the advantages of technology for resource sharing and the creation and exchange of information. The network shall be available in all libraries and other information repositories at all levels. The governance structure for NREN shall include representation from all interested constituencies including technical, user, and information provider components, as well as government, education at all levels and libraries.

Recommendation No: CRC TEC07-1, Research and Development:

NCLIS shall convene a forum of the library, education, and information communities, both public and private sectors, to develop a coordinated national research and development agenda for library and information technologies and a funding strategy.

Recommendation No: CRC TRA01-1, Training in the Use of Technology:

For libraries to continue their leadership role in the educational process, expanded funding for various lifelong learning programs is necessary. For example, JTPA programs and guidelines should be expanded to foster collaboration between libraries and other training facilities.

Recommendation No: CRC TRA02-1, Information Processing Skills For End-Users:

A Presidential total quality management award, similar to the Malcolm Baldridge Award, should be established, funded and administered through NCLIS to encourage continuous improvement, focus on customer, empowerment, high standards, statistical measures, and staff development and training.

Recommendation No: CRC TRA03-2, Lifelong Learning: Establishing a Habit:

User friendly technology should be available to all citizens to enhance their lifelong learning efforts.

Recommendation No: CRC TRA04-1, Training Library Staff in User Instruction:

Universities and other educational institutions of higher learning have a responsibility to train their students in how to use libraries and other information services

Recommendation No: CRC TRA06-1, Model Programs to Enhance End-user Training:

Provide grants for innovative model training projects, dissemination of project evaluations, and replication of validated projects. Make a directory of validated projects available to libraries, especially small and rural libraries.

Recommendation No: PET01:

Therefore be it resolved that this conference bring attention to the need for appropriate reading materials and programming for children and young adults with assorted visual disabilities: perceptual neurological, binocularity, ocular motility, dyslexia, etc. as well as blindness and to increase the education of librarians to adequately meet demands of our handicapped young society.

Recommendation No: PET03

That Delegates to the WHCLIS recommend that the Federal Government request that the U.S. Postal Service modify its code to allow insular territories and commonwealths in the Pacific and Caribbean and the non-contiguous states of Alaska and Hawaii to receive air mail service for delivery of library materials sent via special library third- or fourth class rates.

Recommendation No: PET05

1.The People's Library Bill of Rights:
2. All people are entitled to free access to the information and services offered by libraries.
3. All people are entitled to obtain current and accurate information on any topic.
4. All people are entitled to courteous, efficient and timely service.
5. All people are entitled to assistance by qualified library personnel.
6. All people are entitled to the right of confidentiality in all of their dealings with libraries and librarians.
7. All people are entitled to full access and service and service from library networks on local, state, regional, and national levels.
8. All people are entitled to the use of the library facility that is accessible, functional and comfortable.
9. All people are entitled to be provided with a statement of the policies governing the use and

services of the library.

10. All people are entitled to library service that reflects the interests and needs of the community.

Recommendation No: PET07:

1. THEREFORE BE IT RESOLVED that it shall be the policy of the federal government to ensure that all Native Americans possess a basic program of public library and information services, including adequate facilities, print and nonprint resource collections, equipment, properly trained library and information personnel, and regional native American networking infrastructures and to encourage all states to adopt this policy within their state development library programs; and

2. BE IT FURTHER RESOLVED that in order to provide for the proper implementation of this policy, Title IV of the Library Services and Construction Act should be amended as follows to include: Plan A, basic grants and supplemental entitlement should be funded by LSCA set aside. Part B, special projects. Provision of $5,000,000 for fiscal year with three years of forward funding with a 20 percent matching requirement, continuation contingent upon positive evaluation. Part C, training and education. Provision of $1,000,000 for the first year plus such sums as are required for subsequent years for 1] fellowships; 2]traineeships; 3] institute workshops. Part D, Research and Demonstration Studies. Part E, National Technical Assistance, training and Information Technology Center. Part F, Literacy, Discretionary funds for children, youth and adults. Part G, National Advisory Committee on Native American Libraries, members to be appointed as follows: 4 by House; 4 by Senate; 4 by President; 4 by chair of NCLIS, ten of whom shall be Native Americans nominated by Native American governments, organizations and communities. This committee will be under the jurisdiction of the permanent independent National Commission on Libraries and Information Science, and will have a separate appropriation to carry out these activities. Part H. All programs will be administered by a special Library Services for Native Americans Branch within the Office Library Programs, OERI, for which Indian preference shall be applied for staffing in accord with regulations prescribed by the Bureau of Indian Affairs. Additionally, adequate technical support shall be provided and sufficient funds enable the professional staff to make visits to 10% of all programs grantees annually.

3. TECHNICAL AMENDMENTS ON LEGISLATION AFFECTING NATIVE AMERICAN LIBRARIES:

4. BE IT RESOLVED THAT the Children's Television Act of 1989 be amended to include a Native American set-aside providing that following: 1. To require the FCC to mandate children's programming to include subjects specially representing acceptable and appropriate depictions of Native American history, and culture, and 2. To ensure that current positive lifestyles and contributions of Native American people are represented accurately.

5. RESOLVED FURTHER THAT the National Museum of the American Indian Act be amended to provide for the establishment of a National Native American Library center within the Museum of the American Indian to: 1. Implement the long-range strategic plan for the development of library and information services to Native Americans as continually as modified, monitored, and re-evaluated by the tribal governments operating under it. 2. Serve as a stimulus and focal point for the preservation, production, collection and distribution of materials of interest to Native libraries. 3. Operate as clearinghouse and referral center for materials [including oral history and language materials]. 4. Provide technical assistance through a bank of Native American resource people who can provide intensive, short term help through a "TRAILS"-like on-going program. 5. Facilitate a national network capability; 6. Establish links between the National Native American Library Center and high school and college counselors regarding Native American students and library career training opportunities; and 7. Encourage a horizontal approach to information access funding within BIA and other federal agencies so that health, social services, economic development job training and other programs carry their own information services support components;

6. RESOLVED FURTHER THAT the Depository Library program Act be amended to permit each tribal government or reservation to designate one library on or near a reservation as a depository library for the publications of the U.S. Government.

7. RESOLVED FURTHER THAT the High-Performance Computing Act of 1990 be amended to include Native American involvement in coordinated Federal research program to ensure continued U.S.

leadership in high-performance computing.

8. RESOLVED FURTHER THAT the Higher Education Act of 1966 which includes the Native American Culture and Arts programs be amended to provide the rewriting of Native American materials including text books to correct inaccuracies as written by non-native authors and historians.

9. RESOLVED FURTHER THAT the Hawkins-Stafford Elementary Secondary Act be amended to: 1. Provide for cooperative library programs in conjunction with other child-serving agencies for schools serving Native American children be enabled to provide special after school and homework help and tutoring programs in collaboration with other agencies providing similar help.

10. RESOLVED FURTHER THAT the Community Services Act which contains provision for the Administration of Native Americans be amended to provide: 1. Family literacy programs for all Native American communities; 2. Coordination of existing resources such as child-care centers, health care programs, foster grandparents programs, and adult basic education programs; 3. Culturally based programs which incorporate the oral tradition, NA cultural materials and the utilization of elders for inter-generational impact.

11. RESOLVED FURTHER TO amend the Act authorizing the U.S. National Center for Educational Statistics [NCES] to mandate that they collect statistical information on tribal libraries and tribal archives including the same questions as are collected for other library services and additional questions as needed to reflect the uniqueness of tribal collections.

12. RESOLVED FURTHER THAT the National Endowment for Humanities Act be amended to set-aside no less than $500,000 or 10% [whichever is the greater] annually for special purpose grants to tribal libraries.

13. INFORMATION TECHNOLOGY.

14. NOW THEREFORE BE IT RESOLVED that grants be made available to Native American libraries for the purpose of high technology equipment, hardware, software, etc.,

15. BE IT FURTHER RESOLVED that technical training be provided for Native American library staff to adapt and develop more appropriate and additional technical tools to meet the specific needs of Native American libraries.

16. BE IT FURTHER RESOLVED THAT: a major initiative, including funding, be provided for Native American telecommunications for library information systems (i.e. telephones, FAX, satellite, fiber optics, and other state of technology).

17. SOVEREIGNTY

18. NOW THEREFORE BE IT RESOLVED: libraries be asked to implement policies which expressly support tribal sovereignty; and

19. BE IT FURTHER RESOLVED: that the White House Conference on Libraries and Information Services adopt and express as a part of their library policy, support for the existence of tribes and their inherent sovereignty.

20. PROFESSIONAL DEVELOPMENT OF LIBRARY PERSONNEL

21. NOW THEREFORE BE IT RESOLVED: that scholarships, internships, and training assistance funds be provided under a special legislative initiative to (a) develop Native American Library Professionals and Para Professionals; (b) acquire resources/funding for continuing education and professional development of Native library personnel and library and information supporters, particularly in the areas of oral history, preservation, audio-visual production, and management of small/rural libraries, (c) support travel and stipends for representatives field work and practice, (d) allow travel, honoraria, and housing for resource people to come to Native American libraries.

22. BE IT FURTHER RESOLVED that training and development programs and funds be provided for local community based boards, volunteers and tribal members.

23. INFORMATION AND CULTURAL NEEDS

24. NOW THEREFORE BE IT RESOLVED: that federal and tribal programs providing support to organizations active in the area of cultural and historical preservation need to provide stronger financial, technical and administrative support.

25. BE IT FURTHER RESOLVED: that federal programs which depend on state directed boards to administer grant applications should discontinue this process and establish boards of tribal people actively

involved in similar programs and tribal elders to aid in grant application review.

26. BE IT FURTHER RESOLVED: that all federal and federally funded programs which hold information relating to a specific tribe provide copies of that material to the tribe of origin or, where adequate facilities exist, that arrangements be made for the return of original material.

27. THEREFORE BE IT RESOLVED: that an inventory of tribal resources and archives shall be conducted and continued on an on-going basis both tribally and at research libraries off-reservations.

28. NATIONAL NATIVE LIBRARY TECHNICAL ASSISTANCE CENTER

29. NOW THEREFORE BE IT RESOLVED: that the Congress authorize the establishment of and appropriate adequate, on-going funding for a National Native Library Technical Assistance Center to: a. provide technical assistance in library operations, funding, grant writing, etc.; b. provide staff training both on-site and remote; c. provide information and referral via a toll free number; d. provide a monthly newsletter; e. develop and disseminate training materials such as manuals, video, etc. f. provide for materials on training, selection and other professional issues.

30. BE IT FURTHER RESOLVED: that the Center must be governed by a Board of Directors, whose membership represents at least 60 percent Native Americans, whose purpose will be to serve the needs of native American communities to improve library services and the advancement of information technology.

31. DYNAMIC ROLE OF NATIVE LIBRARIES

32. NOW THEREFORE BE IT RESOLVED: that libraries and Native governments and communities be given resources to encourage matching library activities to community programs and priorities;

33. AND FURTHER BE IT RESOLVED: that Native American libraries be encouraged to institute innovative programs based on community needs.

34. INFORMATION CLEARINGHOUSE

35. NOW THEREFORE BE IT RESOLVED: that a national clearinghouse and information center, with regional branches, which allows for networking within the Native American community be established.

36. INTERNATIONAL COOPERATION

37. NOW THEREFORE BE IT RESOLVED: that appropriate legislation be enacted and international agreements made, particularly with Canada, to permit open and speedy electronic and manual delivery of documents and services across boundaries; and

38. BE IT FURTHER RESOLVED: that international cooperation be sought to facilitate access to appropriate foreign collections.

39. STATE-TRIBAL COOPERATION

40. NOW THEREFORE BE IT RESOLVED: that all states in which reservations are located and/or have significant Native American populations be urged to promptly implement similar legislation;

41. BE IT FURTHER RESOLVED: that the federal government encourage by legislation or policy; state governments to enter into a memorandum of understanding with tribal governments and libraries, when desired and requested by the Indian people;

42. BE IT FURTHER RESOLVED: that Congress encourage states to recognize native American governments, organizations and libraries as direct recipients of state administered funds allocated to library/information service programs.

43. BE IT FURTHER RESOLVED: that native Americans be represented on the various policy boards and organization at the local, state and national level;

44. BE IT FINALLY RESOLVED: that this initiative be done in recognition and support of Native sovereignty and Native developmental needs.

45. STANDARDS AND CERTIFICATION

46. NOW THEREFORE BE IT RESOLVED: that Congress should provide resources for Native American government organizations and libraries to come together to develop library standards, including personnel certification and staffing standards specific to their special program needs; and

47. BE IT FURTHER RESOLVED: that Congress should mandate that federal and state agencies recognize native American government or organization operated library/information service certification and training programs as complying, for all purposes, with state or federal standards.

48. GOVERNMENT LIBRARY RELATIONSHIPS

49. NOW THEREFORE BE IT RESOLVED: that the National Congress of American Indians

membership issue a policy statement supporting a priority for the role and needs of our libraries.

50. PRIVATE SECTOR

51. NOW THEREFORE BE IT RESOLVED: that the Indian pre-Conference to the White House Conference on Libraries promotes and encourages foundations and businesses to assist in the development of Indian libraries.

52. SCHOLARSHIPS

53. NOW THEREFORE BE IT RESOLVED: that Congress establish a scholarship or fellowship program for Native individuals, Native Americans, for baccalaureate or graduate degrees in library science or library management and certification.

54. BE IT FURTHER RESOLVED: that Congress establish a scholarship or fellowship program for which Native Americans and organizations are eligible for the purpose of enabling the Native entities to negotiate with schools of library science to provide specific academic programs to meet the special needs of Native libraries and information centers.

Recommendation No: PET08, Recommendations:

1. Congress shall retain and expand the Library Services and Construction Act (LSCA) to assist in the redefinition of libraries services to children and youth, to families and to communities, including training needs assessment, community coalition building, cultural awareness and sensitivity and similar issues that work toward and support community-wide strategies for achieving our goals.

2. Congress shall include in the re-authorization of the Higher Education Act (HEA) support for the recruitment, training and retraining of people to serve multi-cultural, multi-lingual populations.

3. Congress shall support research and demonstration projects on model library programs of services to multi-cultural, multi-lingual populations.

4. Congress shall enact legislation which will provide categorical aid for the nation's schools library and media services and resources.

5. The national bibliographic database shall be developed to ensure the identification of and access to multi-cultural, multi-lingual resources and materials through linkages among institutions, collections, and communities that serve their needs.

6. The United States Department of Education shall acknowledge the number of children from multi-cultural, multi-lingual populations who are being served by the nation's schools by emphasizing the establishment and strengthening of school library media programs in every school in the nation; be encouraging the development of curricula which values and celebrates the nation's pluralism and diversity; by supporting programs of training and retaining people who work in the nation's schools in cultural awareness and sensitivity; and by disseminating the results of research through the nation's libraries.

7. Congress shall recognize library programs as significantly contributing to the life-long learning of the nation by encouraging the use of libraries as providers of literacy services to multi-lingual, multi-cultural populations.

Recommendation No: PET11, Recommendation:

1. That the Government of Guam and the Federal Government appropriate funds needed for library-automation, networking and training to link island libraries.

EXHIBIT FOUR
LIBRARY LEGISLATION

-I-
CHAPTER 917 OF THE LAWS OF 1990

On July 30, 1990, Governor Mario M. Cuomo signed Chapter 917 of the Laws of 1990. Chapter 917 was introduced as A.12159 and S.9124 and passed the Legislature on July 1st. The sponsors of this new law included Assemblywoman Cynthia Jenkins, Chairperson, Assembly Sub-committee on Libraries, Assemblyman Edward C. Sullivan, Chairman of the Assembly Higher Education Committee, and Library Sub-committee Members: Assemblywoman Patricia McGee, Assemblywoman Pinny Cooke, Assemblyman Sam Colman, and Assemblyman Thomas P. DiNapoli. In addition, there were more than 40 other members of the Assembly also sponsored the bill. The Senate counterpart, A. 9124, was sponsored by Senate Library Sub-committee Chairman Senator Hugh T. Farley, and by Senators Ralph J. Marino, James H. Donovan, Tarky J. Lombardi, Kenneth P. LaValle and 37 other Senators.

Chapter 917 supports library services related to the Governor's Conference themes of Library and Information Services for Literacy, Productivity and Democracy and the role of libraries in serving the diverse population of this State. The aid increase assures continuation of important library services through library systems. Chapter 917 phases in aid increases over a three year period, providing an increase of $5 million (to $75 million) in the 1991-92 fiscal year, $10 million (to $80 million) in 1992-93, and $15 million (to $85) in 1993-94. In addition to improved continuing support for operation of systems, Chapter 917 introduces important new features to the library aid program:

- -- Planned multi-year funding creates a precedent to regular annual library aid increases.
- -- A local library services aid program provides direct formula state aid to local public libraries starting in 1993.
- -- Per capita support for the New York State Library for the Blind and Visually Handicapped service and $984,000 annual support for the New York Public Library for the Blind and Physically Handicapped by 1993 provides equity for all blind and visually handicapped readers.
- -- Continuing funds, starting in 1993, for library cooperation with literacy programs, services for pre-school and school age children and their parents, and youth services support library services needed in the "Decade of the Child."

Chapter 917 provides the first increases in State aid to libraries since 1986. It increases aid for public library systems, reference and research library resources systems and school library systems.

Public library aid would increase from $55.9 million to $59.7 million in 1991-92, and to $66.3 million by 1993-94. The public library aid includes $300,000 for public library construction in 1992-93, increasing to $800,000 in 1993-94.

Chapter 917 also include funds in 1993-94 for public libraries and public library systems to carry out cooperative parent and child services with schools ($300,000) and literacy services ($200,000).

Chapter 917 includes in 1993 a revision to the local library incentive aid program, replacing it with a new local library aid program designed to increase grants to local public libraries.

Currently, the local library incentive aid totals $7.7 million, of which $4.3 million is paid to member libraries. The new local library services aid program would provide for payments to member libraries would be based on 31 cents per capita, with a minimum grant of $1,500, with a "save harmless" for libraries that have received larger portions of aid under the old program.

Chapter 917 amends the Education Law to allocate funds for regional automation programs more equitably among the nine regions by 1993, thereby providing resources to involve libraries of all types to operate within a statewide automation plan. At that time, grants to reference and research library resources

systems for database development in all types of systems and libraries would shift to a formula basis, including a base grant of $200,000 plus two cents per capita. Part of the increased automation funds could be used for electronic delivery. In 1993 annual grants for each public library system would increase from $60,000 to a minimum of $76,500 as a specific part of public library system aid and each school library system would receive an amount equal to 10 cents for each dollar of operating aid. The smallest school library system would receive at least $9,400 for automation.

Programs in Chapter 917, compared with current levels (in millions, figures rounded) are:

LOCAL ASSISTANCE	1990-91[current]	1991-92	1992-93	1993-94
Public Libraries	$55.9	$59.7	$63.5	$66.3
Reference and Research Systems	3.0	3.2	3.5	3.6
School Library Systems	5.0	5.6	5.9	6.2
School Library Automation	NA	.08	.2	.6
Medical/ Hospital Libraries	1.7	1.8	1.9	1.9
Coordinated Collection Development	1.4	1.5	1.6	1.7
Regional Database	1.6	1.6	1.6	2.2
Preservation/ Conservation	1.8	2.0	2.1	2.2
NYS Library for the Blind	0	.05	.4	.4
New York Historical Society	0	.05	.1	.3
Total	$70.4	$75.6	$80.8	$85.2

Chapter 917 became effective April 1, 1991. Funds for the $5 million increase would need to be included in the State's 1991-92 appropriations. Chapter 917 provides specifically that for aid paid on a calendar year basis the act "shall be deemed to be in effect on January 1, 1991."

The text of Chapter 917 is as follows:

LAWS OF NEW YORK, 1990
CHAPTER 917

AN ACT to amend the education law, in relation to improving library services through increased state aid for libraries and library systems; providing for increased use of technology for resource sharing; providing for increased conservation and preservation of research library materials

Became a law July 30, 1990, with the approval of the Governor.

Passed by a majority vote, three-fifths being present.

THE PEOPLE OF THE STATE OF NEW YORK, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. It is the intention of the legislature to support a comprehensive program for library service throughout the state of New York, to make our libraries accessible to the entire population of the state through systems and a statewide resource sharing network that meets the educational, cultural, and informational needs of the state for greater productivity, democracy and literacy, and to provide increased funds for libraries and library systems over the next three years.

S 2. The opening paragraph and subdivisions 1, 2 and 3 of section 271 of the education law, the opening paragraph as amended by chapter 718 of the laws of 1981 and subdivisions 1, 2 and 3 as amended by chapter 37 of the laws of 1986, are amended to read as follows:

Any Indian library chartered by the regents or in the absence of such library any tribal government contracting for service from a chartered and registered library or {apporved} APPROVED library system, shall be entitled to receive state aid during each calendar year consisting of the following amounts:

1. {Sixteen} EIGHTEEN thousand {two hundred fifty} dollars, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE SEVENTEEN THOUSAND FIVE HUNDRED DOLLARS, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE SEVENTEEN THOUSAND EIGHT HUNDRED SEVENTY-FIVE DOLLARS, and

2. The sum of {sixteen} EIGHTEEN dollars and {twenty-five} TWENTY cents per capita for persons residing on the reservation served by the Indian library or contract as shown by the latest federal census or certified by the New York state director of Indian services, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE SEVENTEEN DOLLARS PER CAPITA FOR PERSONS RESIDING ON THE RESERVATION SERVED BY THE INDIAN LIBRARY OR CONTRACT AS SHOWN BY THE LATEST FEDERAL CENSUS OR CERTIFIED BY THE NEW YORK STATE DIRECTOR OF INDIAN SERVICES, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE SEVENTEEN DOLLARS AND EIGHTY-SEVEN CENTS PER CAPITA FOR PERSONS RESIDING ON THE RESERVATION SERVED BY THE INDIAN LIBRARY OR CONTRACT AS SHOWN BY THE LATEST FEDERAL CENSUS OR CERTIFIED BY THE NEW YORK STATE DIRECTOR OF INDIAN SERVICES, and

3. The sum of one dollar and {twenty-five} FIFTY cents per acre of area served by the Indian library or contract, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE ONE DOLLAR AND THIRTY CENTS PER ACRE OF AREA SERVED BY THE INDIAN LIBRARY OR CONTRACT AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE

ONE DOLLAR AND THIRTY-SEVEN CENTS PER ACRE OF AREA SERVED BY THE INDIAN LIBRARY OR CONTRACT.

S 3. Subdivisions 1 and 4, paragraph b of subdivision 5, subdivision 6 and paragraph a of subdivision 7 of section 273 of the education law, subdivisions 1 and 4, subparagraphs 1 and 2 of paragraph b of subdivision 5 and paragraph a of subdivisions 6 and 7 as amended by chapter 37 of the laws of 1986, paragraph b of subdivision 5 as added by chapter 718 of the laws of 1981 and subdivision 6 as added by chapter 348 of the laws of 1984, are amended to read as follows:

1. Any public library system providing service under an approved plan during a calendar year shall be entitled to receive during that calendar year state aid consisting of the following amounts:

a. An annual grant of:

(1) Ten thousand dollars where the library system serves less than one county, or

(2) Twenty thousand dollars where the library system serves one entire county, or

(3) Where the library system serves more than one county the system shall be entitled to receive twenty-five thousand dollars for each entire county served and/or ten thousand dollars for each county, any part of which is served by the library system. If an entire county is served by two or more library systems, each of which serves a part thereof, each of such library systems shall be entitled to receive a grant of ten thousand dollars and in addition, a pro rata share of an additional sum of ten thousand dollars, such share to be computed in accordance with the ratio which the population of the area of the county served by such library system bears to the total population of the county, as determined under subdivision two of section two hundred seventy-two of this article.

b. In a library system which submits a plan for further development of its central library, which plan shall be approved by the commissioner in relation to standards for such central libraries, the amount of central library development aid shall be:

(1) {twenty-seven} THIRTY-TWO CENTS PER CAPITA OF THE POPULATION WITHIN THE CHARTERED AREA OF SERVICE OF SUCH LIBRARY SYSTEM WITH A MINIMUM AMOUNT OF ONE HUNDRED FIVE THOUSAND DOLLARS, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH AMOUNT SHALL BE TWENTY-NINE CENTS PER CAPITA OF THE POPULATION WITHIN THE CHARTERED AREA OF SERVICE OF SUCH LIBRARY SYSTEM WITH A MINIMUM AMOUNT OF NINETY-FIVE THOUSAND TWO HUNDRED FIFTY DOLLARS, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH AMOUNT SHALL BE THIRTY cents per capita of the population within the chartered area of service of such library system with a minimum amount of {ninety-five} ONE HUNDRED FIVE thousand dollars, and

(2) an additional {sixty-three} SEVENTY-ONE thousand {eight} FIVE hundred dollars to the library system for the purchase of books and materials including nonprint materials, as defined in regulations of the commissioner of education, for its central library, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH AMOUNT SHALL BE SIXTY-SEVEN THOUSAND EIGHT HUNDRED DOLLARS. Such additional aid shall be payable on order and warrant of the comptroller on vouchers certified or approved by the commissioner in the manner {provided} PRESCRIBED by law. Ownership of library materials and equipment purchased with such central

library aid provided by this paragraph shall be vested in the public library system.

c. The sum of {eighty-two} NINETY-FOUR cents per capita of population of the area served EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH AMOUNT SHALL BE EIGHTY-SEVEN CENTS PER CAPITA OF THE AREA SERVED, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH AMOUNT SHALL BE NINETY-TWO CENTS PER CAPITA OF THE AREA SERVED.

d. An amount equal to the amount by which expenditures by the library system for books, periodicals, binding and nonprint materials during the preceding calendar year exceeds forty cents per capita of population of the area served but the total apportionment pursuant to this paragraph shall not exceed {sixty} SIXTY-EIGHT cents per capita of population served, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE SIXTY-THREE CENTS PER CAPITA OF POPULATION SERVED, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE SIXTY-SEVEN CENTS PER CAPITA OF POPULATION SERVED.

e. The sum of {forty-one} FIFTY-TWO dollars per square mile of area served by the library system in the case of library systems serving one county or less EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE FORTY-SIX DOLLARS PER SQUARE MILE OF AREA SERVED BY THE LIBRARY SYSTEM IN THE CASE OF LIBRARY SYSTEMS SERVING ONE COUNTY OR LESS, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE FIFTY DOLLARS PER SQUARE MILE OF AREA SERVED BY THE LIBRARY SYSTEM IN THE CASE OF LIBRARY SYSTEMS SERVING ONE COUNTY OR LESS. Such sum shall be increased by five dollars for each additional entire county served, provided, however, that no apportionment pursuant to this paragraph shall exceed {sixty-one} SEVENTY-TWO dollars per square mile of area served EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE NO APPORTIONMENT PURSUANT TO THIS PARAGRAPH SHALL EXCEED SIXTY-SIX DOLLARS PER SQUARE MILE OF AREA SERVED, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN NINETY-TWO NO APPORTIONMENT PURSUANT TO THIS PARAGRAPH SHALL EXCEED SEVENTY DOLLARS PER SQUARE MILE OF AREA SERVED. If an entire county is served by two or more library systems, each of which serves a part thereof, each of such library systems shall be entitled to receive, in addition to the aid computed in accordance with the foregoing provisions of this paragraph, a pro rata share of an increase of five dollars to be computed as follows: the sum resulting from the computation of five dollars per square mile of area served by the one of such library systems which would receive the largest amount of aid pursuant to this paragraph shall be pro rated among the library systems serving such county in accordance with the ratio which the population of the area served by each of such library systems bears to the population of the county as determined under subdivision two of section two hundred seventy-two of this article.

f. (1) {Local} IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE, LOCAL library incentive aid shall be paid {annually} as follows: the amount of eight cents for every one dollar contributed by local sponsors to the approved public library systems and to registered public and free association libraries which are members of a public library system and which conform to regulations adopted by the commissioner, except that no library system shall receive a sum which is more than {eighty-four} ONE HUNDRED SEVEN percent greater than the sum received in local library incentive aid in nineteen hundred eighty-three and EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO NO LIBRARY SHALL RECEIVE A SUM WHICH IS MORE THAN TWENTY-TWO PERCENT GREATER THAN THE SUM RECEIVED IN LOCAL LIBRARY INCENTIVE AID IN NINETEEN HUNDRED EIGHTY-EIGHT, AND further provided that the aid shall be disbursed according to a plan agreed upon by the public library system board of trustees and the boards of trustees of a majority of the member libraries which shall provide that:

(i) at least forty percent of the total amount paid to any public library system under this provision shall be used by the system for systemwide services.

(ii) at least forty percent of the total amount paid to any public library system under this provision shall be distributed to its member public and free association libraries,

(2) A "local sponsor" shall mean any municipality, district or school district, as defined in the general municipal law, or any combination thereof.

(3) The local sponsor contribution shall be that amount other than funds allocated for capital expenditure or debt service received in any calendar year by a public library system or a public or free association library from such sponsor.

(4) Of the annual amount payable under this paragraph, fifty percent shall be paid on July fifteenth and fifty percent on November fifteenth in {each year} NINETEEN HUNDRED NINETY-ONE AND IN NINETEEN HUNDRED NINETY-TWO.

(5) LOCAL LIBRARY SERVICES AID. IN CALENDAR YEAR NINETEEN HUNDRED NINETY-THREE AND THEREAFTER, EACH CHARTERED AND REGISTERED PUBLIC AND FREE ASSOCIATION LIBRARY MEETING REVISED STANDARDS OF SERVICE TO BE PROMULGATED BY THE COMMISSIONER, AND EACH PUBLIC OR FREE ASSOCIATION LIBRARY SERVING A CITY WITH A POPULATION OF ONE HUNDRED THOUSAND OR MORE WHICH MERGED WITH THE PUBLIC LIBRARY SYSTEM ON OR BEFORE JANUARY FIRST, NINETEEN HUNDRED SEVENTY-SIX AND WHICH MEETS REVISED STANDARDS OF SERVICE TO BE PROMULGATED BY THE COMMISSIONER, SHALL BE ELIGIBLE TO RECEIVE THIRTY-ONE CENTS PER CAPITA OF THE POPULATION OF THE LIBRARY'S CHARTERED SERVICE AREA AS ON FILE WITH THE COMMISSIONER ON JANUARY FIRST, NINETEEN HUNDRED NINETY-ONE, OR, THIRTY-ONE CENTS PER CAPITA OF THE POPULATION OF THE CITY WITH A POPULATION OF ONE HUNDRED THOUSAND OR MORE WHOSE PUBLIC OR FREE ASSOCIATION LIBRARY MERGED WITH THE PUBLIC LIBRARY SYSTEM ON OR BEFORE JANUARY FIRST, NINETEEN HUNDRED SEVENTY-SIX, WITH A MINIMUM AMOUNT OF ONE THOUSAND FIVE HUNDRED DOLLARS, EXCEPT THAT NO LIBRARY SHALL RECEIVE LESS THAN THE AMOUNT OF LOCAL LIBRARY INCENTIVE AID RECEIVED IN NINETEEN HUNDRED EIGHTY-SEVEN AS REPORTED ON THE LIBRARY'S NINETEEN HUNDRED EIGHTY-SEVEN ANNUAL REPORT. REGULATIONS OF THE COMMISSIONER SHALL PROVIDE A METHOD FOR ESTABLISHING CHANGES IN CHARTERED SERVICE AREAS OR DETERMINING POPULATIONS THEREOF. LOCAL LIBRARY SERVICES AID SHALL BE PAID TO THE SYSTEM FOR DISTRIBUTION WITHIN THIRTY DAYS OF RECEIPT TO ITS MEMBER LIBRARIES IN ACCORDANCE WITH THIS SUBDIVISION.

(6) LOCAL SERVICES SUPPORT AID. IN CALENDAR YEAR NINETEEN HUNDRED NINETY-THREE AND THEREAFTER, EACH PUBLIC LIBRARY SYSTEM OPERATING UNDER AN APPROVED PLAN OF SERVICE SHALL BE ELIGIBLE TO RECEIVE ANNUALLY LOCAL SERVICES SUPPORT AID EQUAL TO TWO-THIRDS OF THE TOTAL DOLLAR AMOUNT PAID IN LOCAL LIBRARY SERVICES AID TO THE MEMBER LIBRARIES OF THE SYSTEM PLUS THIRTY-ONE CENTS PER CAPITA OF THE SYSTEM'S POPULATION WHO DO NOT RESIDE

WITHIN THE CHARTERED SERVICE AREA OF A MEMBER LIBRARY.

g. In addition to the sums provided in paragraphs a, b, c, d, e, f, h and i of this subdivision, the New York Public Library shall receive an amount equal to its actual expenditures for books, periodicals and binding for its research libraries which expenditures are not otherwise reimbursed or {six} SEVEN hundred sixty-seven thousand dollars EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE SEVEN HUNDRED SEVEN THOUSAND DOLLARS AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM WILL BE SEVEN HUNDRED FORTY-SEVEN THOUSAND DOLLARS, whichever is less, and the additional sum of {four} FIVE million {nine} SIX hundred {twelve} FORTY-NINE thousand six hundred dollars for the general support of such research libraries EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE FIVE MILLION TWO HUNDRED FORTY-SEVEN THOUSAND SIX HUNDRED DOLLARS, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE FIVE MILLION SIX HUNDRED TWELVE THOUSAND SIX HUNDRED DOLLARS.

h. (1) Each public library system which provides coordinated outreach services, as defined by regulations to be promulgated by the commissioner, to persons who are educationally disadvantaged or who are members of ethnic or minority groups in need of special library services, or who are unemployed and in need of job placement assistance, or who live in areas underserved by a library, or who are blind, physically handicapped, aged or confined in institutions, shall be entitled to receive annually {forty-two} FORTY-THREE thousand dollars and {ten} THIRTEEN cents per capita of the total population of the area served except that for the calendar year nineteen hundred {eighty-four} NINETY-ONE THE LIBRARY SHALL RECEIVE FORTY-TWO THOUSAND DOLLARS AND ELEVEN AND ONE-HALF CENTS PER CAPITA AND EXCEPT THAT FOR THE CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO THE LIBRARY SHALL RECEIVE FORTY-THREE THOUSAND DOLLARS AND TWELVE CENTS per capita {aid shall be two cents}.

(2) {From funds appropriated by the legislature} FOR THE YEAR BEGINNING JANUARY FIRST, NINETEEN HUNDRED NINETY-THREE AND ANNUALLY THEREAFTER, the commissioner shall award annually grants to each public library system which submits an acceptable plan for library service programs to be carried out by a system and/or a member library or libraries which assist adults to increase their literacy skills. The commissioner shall award such grants having determined that such programs are being operated in direct coordination with local public schools, colleges and other organizations which are operating similar adult literacy programs. {The total of all such grants shall not exceed the amount appropriated for such purpose and} ANNUAL STATE AID OF TWO HUNDRED THOUSAND DOLLARS shall be awarded in accordance with regulations promulgated by the commissioner EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-THREE SUCH SUM SHALL BE ONE HUNDRED THOUSAND DOLLARS.

(3) FOR THE YEAR BEGINNING JANUARY FIRST, NINETEEN HUNDRED NINETY-THREE AND ANNUALLY THEREAFTER THE COMMISSIONER SHALL AWARD ANNUAL GRANTS FOR APPROVED EXPENSES FOR ENRICHED COORDINATED OUTREACH PROGRAMS CONDUCTED FOR PRE-SCHOOL AND SCHOOL AGE CHILDREN AND THEIR PARENTS BY A LIBRARY OR LIBRARIES WHICH ARE MEMBERS OF A PUBLIC LIBRARY SYSTEM. ANNUAL STATE AID OF THREE HUNDRED THOUSAND DOLLARS FOR GRANTS SHALL BE ALLOCATED BY THE COMMISSIONER AFTER REVIEW OF PROPOSALS SUBMITTED BY THE PUBLIC LIBRARY SYSTEMS AND WHICH ARE APPROVABLE BY THE COMMISSIONER UNDER

REGULATIONS TO BE PROMULGATED BY THE COMMISSIONER.

i. In addition to any other sums provided for such purposes, the New York Public Library shall receive annually the sum of {six} SEVEN hundred {thirty-eight} THIRTY-FOUR thousand dollars for the program of the Schomburg center for research in black culture EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE SIX HUNDRED EIGHTY-ONE THOUSAND FIVE HUNDRED DOLLARS, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE SEVEN HUNDRED TWENTY-FIVE THOUSAND DOLLARS, and the additional sum of {seven} NINE hundred {thirty-nine} EIGHTY-FOUR thousand {two hundred} dollars for the program of the library for the blind and physically handicapped {and for calendar year nineteen hundred eighty-six an additional sum of one hundred ten thousand dollars for the library for the blind and physically handicapped for upgrading its computer system} EXCEPT FOR THE CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH ADDITIONAL SUM SHALL BE EIGHT HUNDRED SIXTY-ONE THOUSAND AND SIX HUNDRED DOLLARS FOR THE PROGRAM OF THE LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED; PROVIDED, HOWEVER, THAT THE NEW YORK HISTORICAL SOCIETY SHALL RECEIVE FIFTY THOUSAND DOLLARS FOR THE YEAR BEGINNING JANUARY FIRST, NINETEEN HUNDRED NINETY-ONE, ONE HUNDRED THOUSAND DOLLARS FOR THE YEAR BEGINNING JANUARY FIRST, NINETEEN HUNDRED NINETY-TWO AND TWO HUNDRED FIFTY THOUSAND DOLLARS FOR THE YEAR BEGINNING JANUARY FIRST, NINETEEN HUNDRED NINETY-THREE.

j. In addition to any other sums provided to such library the sum of three hundred fifty thousand dollars shall be made available to the Brooklyn Public Library for its business library for each calendar year.

k. In addition to any other sums provided to such library the sum of fifty thousand dollars shall be made available to the Buffalo and Erie County Public Library for a continuity of service project approved by the commissioner for each calendar year.

l. In addition to any other sums provided to such library system the sum of thirty thousand dollars shall be made available to the Nassau library system for a continuity of service project approved by the commissioner for each calendar year.

m. The minimum annual grant available to a library system under paragraphs a, c, d and e of this subdivision shall be six hundred {fifteen} SEVENTY-FIVE thousand dollars EXCEPT THAT IN THE CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH GRANT SHALL BE SIX HUNDRED FORTY THOUSAND DOLLARS.

4. Reference and research library resources system. a. Any reference and research library resources system providing service under an approved plan during a calendar year shall be entitled to receive annual state aid consisting of an annual grant of two hundred {thirty} SEVENTY thousand dollars plus the sum of one dollar and {fifteen} FIFTY cents per square mile of area served plus the sum of {five} SIX cents per capita of the population of the area served EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH ANNUAL GRANT SHALL BE TWO HUNDRED FORTY-FIVE THOUSAND DOLLARS PLUS ONE DOLLAR AND TWENTY-FIVE CENTS PER SQUARE MILE OF AREA SERVED PLUS THE SUM OF FIVE AND ONE-HALF CENTS PER CAPITA OF THE POPULATION OF THE AREA SERVED, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH ANNUAL GRANT SHALL BE TWO HUNDRED SIXTY THOUSAND DOLLARS PLUS ONE DOLLAR AND FORTY CENTS PER SQUARE MILE OF AREA SERVED PLUS THE SUM OF SIX CENTS PER CAPITA OF THE POPULATION OF

THE AREA SERVED. Each system may annually appropriate the amount of ten thousand dollars or less of the aid received under this provision to obtain matching funds from the National Endowment for the Humanities in the United States Newspaper Program. Of the annual amount payable to each approved system under this paragraph, half of the said amount or one hundred fifty-five thousand dollars, whichever is greater, shall be paid on July first and the remainder shall be paid after receipt of annual system activity reports satisfactory to the commissioner.

b. The commissioner of education is hereby authorized to expend up to {four} FIVE hundred {sixty} SIX thousand dollars annually to contract with the New York Academy of Medicine, or such other agency or agencies as he may deem appropriate, to provide services to the reference and research library resources systems under the federal regional medical library program, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE THE COMMISSIONER OF EDUCATION IS HEREBY AUTHORIZED TO EXPEND UP TO FOUR HUNDRED EIGHTY THREE THOUSAND DOLLARS ANNUALLY TO CONTRACT WITH THE NEW YORK ACADEMY OF MEDICINE, OR SUCH OTHER AGENCY OR AGENCIES AS HE MAY DEEM APPROPRIATE, TO PROVIDE SERVICE TO THE REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEMS UNDER THE FEDERAL REGIONAL MEDICAL LIBRARY PROGRAM.

c. (1) The commissioner of education is hereby authorized to expend up to one million {two} THREE hundred {sixty-six} NINETY-SIX thousand dollars in each state fiscal year{, except that in the state fiscal year commencing April first, nineteen hundred eighty-six such annual grant shall be one million one hundred sixty-six thousand dollars,} to provide grants to reference and research library resources systems for provision of services to member hospital libraries in not-for-profit hospitals licensed by the New York state health department, or to libraries serving such hospitals which are located in non-rural areas or rural areas EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH ANNUAL GRANTS SHALL BE ONE MILLION THREE HUNDRED THIRTY-ONE THOUSAND DOLLARS TO PROVIDE GRANTS TO REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEMS FOR PROVISION OF SERVICES TO MEMBER HOSPITAL LIBRARIES IN NOT-FOR-PROFIT HOSPITALS LICENSED BY THE NEW YORK STATE HEALTH DEPARTMENT, OR THE LIBRARIES SERVING SUCH HOSPITALS WHICH ARE LOCATED IN NON-RURAL AREAS OR RURAL AREAS. For the purpose of this program, the commissioner shall define rural area on the basis of population, population density, and population characteristics. Such grants shall be determined on the basis of criteria to be developed by the commissioner including specific reference to five year plans to assist member hospital libraries or libraries serving hospitals in meeting the standards established by the regents in accordance with section two hundred fifty-four of this article, to provide integration of member hospital libraries or libraries serving hospitals into existing networks and to increase the number of member hospital libraries or libraries serving hospitals.

(2) The commissioner shall provide grants to the reference and research library resources systems in the following manner:

(a) an amount equal to seventy-five cents per square mile of area served by the reference and research library resource system in furtherance of the purposes of this paragraph, and

(b) the remainder for library services to hospitals in non-rural or rural areas in accordance with regulations of the commissioner adopted for such purpose.

b. Public community colleges and nonprofit independent colleges and universities with libraries which meet the criteria of paragraph a of this subdivision are eligible for annual grants as follows:

(1) Four thousand {two} FOUR hundred {eighty} dollars for each institution, EXCEPT THAT IN CALENDAR YEARS NINETEEN HUNDRED NINETY-ONE AND NINETEEN HUNDRED NINETY-TWO SUCH AMOUNT SHALL BE FOUR THOUSAND THREE HUNDRED DOLLARS FOR EACH INSTITUTION, and

(2) {Seventy-five} ONE DOLLAR AND FOUR cents for each full-time equivalent student enrolled in each qualifying institution, in the academic year completed prior to the state fiscal year EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH AMOUNT SHALL BE EIGHTY-SIX CENTS FOR EACH FULL-TIME EQUIVALENT STUDENT AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH AMOUNT SHALL BE ONE DOLLAR FOR EACH FULL-TIME EQUIVALENT STUDENT. For purposes of this section, a full-time equivalent shall be calculated as follows:

(i) one full-time undergraduate student shall be considered one full-time equivalent student;

(ii) one part-time undergraduate student shall be considered one-third of a full-time equivalent student;

(iii) one part-time graduate student shall be considered one full-time equivalent student; and

(iv) one full-time graduate student shall be considered one and one-half of a full-time equivalent student.

6. Regional bibliographic data bases and interlibrary resources sharing. a. (1) The commissioner shall award annually to each of the nine reference and research library resources systems, from funds appropriated by the legislature, upon submission of an acceptable ANNUAL plan, a grant for an automation program (i) to support bibliographic control and interlibrary sharing of information resources AMONG ALL TYPES OF LIBRARIES AND LIBRARY SYSTEMS in an area not less than that of a reference and research library resources system, and (ii) to coordinate and integrate the automated circulation system or systems of the component public library system or systems, school library system or systems and other automated systems within the area of the reference and research library resources system. In {the} calendar year nineteen hundred {eighty-six} NINETY-THREE, {in addition to any grant made pursuant to chapter fifty-three of the laws of nineteen hundred eighty-five to each region in which a reference and research library resources system is located, the reference and research library resources system of such region shall be entitled to an amount equal to twenty-five percent of such grant} AND THEREAFTER, EACH REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEM OF SUCH REGION SHALL BE ENTITLED TO AN ANNUAL GRANT OF TWO HUNDRED THOUSAND DOLLARS PLUS THE SUM OF TWO CENTS PER CAPITA OF THE POPULATION SERVED. In calendar year nineteen hundred {eighty-seven and thereafter} NINETY-ONE AND IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO, each reference and research library resources system shall be entitled to a grant equal to the total nineteen hundred {eighty-six} EIGHTY-NINE calendar year grants to the region in which the reference and research library resources system is located.

(2) {In addition,} EACH PUBLIC LIBRARY SYSTEM WITH AN AUTOMATION PROGRAM TO SUPPORT BIBLIOGRAPHIC CONTROL AND INTERLIBRARY SHARING OF IN-

FORMATION RESOURCES OF MEMBER LIBRARIES, AND TO COORDINATE AND INTEGRATE THE AUTOMATED SYSTEM OR SYSTEMS OF SUCH MEMBER LIBRARIES CONSISTENT WITH REGULATIONS OF THE COMMISSIONER, SHALL BE ELIGIBLE TO RECEIVE AN AMOUNT EQUAL TO SEVEN PERCENT OF THE AMOUNT EARNED IN PARAGRAPH D OF THIS SUBDIVISION, OR SEVENTY-SIX THOUSAND FIVE HUNDRED DOLLARS, WHICHEVER IS MORE, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE AND IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO the commissioner shall award a grant of sixty thousand dollars to each public library system which submits an acceptable plan for an automation program to support bibliographic control and interlibrary sharing of information resources of member libraries, and to coordinate and integrate the automated system or systems of such member libraries.

(3) Additional grants, the sum of which shall not exceed one hundred thousand dollars in {any} calendar year NINETEEN HUNDRED NINETY-ONE AND IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO, shall be made to public library systems for automation programs on the basis of project proposals.

b. To be eligible for a grant, a five-year plan for a regional library automation program {together with an annual plan and budget} shall be submitted by the reference and research library resources system {or public library system} acting {as designated agent for the cooperating systems} with the {approval} CONCURRENCE of all systems within the region. {The five-year plan shall describe} EACH ANNUAL PLAN SUBMITTED UNDER PARAGRAPH A OF THIS SUBDIVISION SHALL BE CONSISTENT WITH THE APPLICABLE REGIONAL FIVE-YEAR PLAN WITH RESPECT TO THE DESCRIPTION OF a comprehensive automation program{, shall identify} AND INDENTIFICATION OF sources of program support in addition to the state aid funds requested{, and shall designate an agent which is legally authorized to receive grant payments}. The approval AND MODIFICATION of five-year plans {and determination of annual grants} shall be in accordance with regulations to be developed by the commissioner which shall establish standards relating to library automation, continuous development of the data base, and updating, access and linking of the data base program.

c. In accordance with regulations adopted by the commissioner, a public library system or a reference and research library resources system {acting as designated agent for the cooperating systems} is authorized to enter into contracts with the state education department to provide cooperative services for statewide data base development, data communication and document delivery.

a. The commissioner may award IN ANY STATE FISCAL YEAR an annual grant of {ninety} ONE HUNDRED TWENTY-SIX thousand dollars for a program of conservation and/or preservation of library research materials to each of the following comprehensive research libraries: Columbia university libraries, Cornell university libraries, New York state library, New York university libraries, university of Rochester libraries, Syracuse university libraries, the research libraries of the New York public library, state university of New York at Albany library, state university of New York at Binghamton library, state university of New York at Buffalo library, and state university of New York at Stony Brook library EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH AMOUNT SHALL BE ONE HUNDRED TWO THOUSAND FIVE HUNDRED DOLLARS TO EACH OF

THE COMPREHENSIVE RESEARCH LIBRARIES AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH AMOUNT SHALL BE ONE HUNDRED FIFTEEN THOUSAND DOLLARS.

S 4. Section 273 of the education law is amended by adding a new subdivision 8 to read as follows:

8. NEW YORK STATE LIBRARY FOR THE BLIND AND VISUALLY HANDICAPPED. THE NEW YORK STATE LIBRARY FOR THE BLIND AND VISUALLY HANDICAPPED SHALL BE ENTITLED TO RECEIVE ANNUALLY AN AMOUNT EQUAL TO THE PRODUCT OF THE AID CEILING MULTIPLIED BY THE NUMBER OF REGISTERED BORROWERS OF SUCH LIBRARY AS OF THE NOVEMBER REPORT FOR THE NOVEMBER IMMEDIATELY PRECEDING THE STATE FISCAL YEAR FOR WHICH THE PAYMENT WILL BE MADE. SUCH AMOUNT SHALL BE USED TO IMPROVE THE QUALITY OF SERVICES PROVIDED TO SUCH BORROWERS. FOR AID PAYABLE IN EACH STATE FISCAL YEAR, THE AID CEILING PER REGISTERED BORROWER SHALL BE NINETEEN DOLLARS EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE THE AID CEILING PER REGISTERED BORROWER SHALL BE TWO DOLLARS THIRTY-FIVE CENTS.

S 5. Subdivision 1 of section 273-a of the education law, as added by chapter 348 of the laws of 1984, is amended to read as follows:

1. State aid shall be provided for up to fifty percent of the approved costs, excluding feasibility studies, plans or similar activities, for acquisition, construction, renovation or rehabilitation, including leasehold improvements, of buildings of public libraries and library systems chartered by the regents of the state of New York or established by act of the legislature subject to the limitations provided in subdivision four of this section and upon approval by the commissioner. FOR PURPOSES OF THIS SUBDIVISION, AN AMOUNT OF THREE HUNDRED THOUSAND DOLLARS SHALL BE AVAILABLE FOR THE CALENDAR YEAR BEGINNING JANUARY FIRST, NINETEEN HUNDRED NINETY-TWO AND AN AMOUNT OF EIGHT HUNDRED THOUSAND DOLLARS SHALL BE AVAILABLE FOR THE CALENDAR YEAR BEGINNING JANUARY FIRST, NINETEEN HUNDRED NINETY-THREE.

S 6. Subdivision 1 of section 284 of the education law, as amended by chapter 37 of the laws of 1986, is amended to read as follows:

1. Each school library system established pursuant to section two hundred eighty-two of this article and operating under a plan approved by the commissioner shall be eligible to receive funding under this section consisting of the following amounts:

a. Each school library system with a public and nonpublic school enrollment of less than one hundred thousand students shall receive a base grant of {seventy-two} EIGHTY-THREE thousand dollars EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE EACH SCHOOL LIBRARY SYSTEM WITH A PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT OF LESS THAN ONE HUNDRED THOUSAND STUDENTS SHALL RECEIVE A BASE GRANT OF SEVENTY-SEVEN THOUSAND DOLLARS;

b. Each school library system with a public and nonpublic school enrollment of one hundred thousand students but less than two hundred thousand students shall receive a base grant of {eighty-two} NINETY thousand dollars EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE EACH SCHOOL LIBRARY SYSTEM WITH A PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT OF ONE HUNDRED THOUSAND STUDENTS BUT LESS THAN TWO HUNDRED THOUSAND STUDENTS SHALL RECEIVE A BASE GRANT OF EIGHTY-SEVEN THOUSAND DOLLARS;

c. Each school library system with a public and nonpublic school enrollment of two hundred thousand students but less than five hundred thousand students shall receive a base grant of one hundred {ten} TWENTY-THREE thousand dollars EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE EACH SCHOOL LIBRARY SYSTEM WITH A PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT OF TWO HUNDRED THOUSAND STUDENTS BUT LESS THAN FIVE HUNDRED THOUSAND STUDENTS SHALL RECEIVE A BASE GRANT OF ONE HUNDRED SEVENTEEN THOUSAND DOLLARS; and

d. Each school library system with a public and nonpublic school enrollment of more than five hundred thousand students shall receive a base grant of {seven} EIGHT hundred {seventy-five} NINETY-SEVEN thousand dollars.

e. In addition to the base grant provided in paragraph a, b, c or d of this subdivision, each school library system shall receive annually:

(1) {nineteen} TWENTY-NINE cents per student enrolled in the participating public and nonpublic schools comprising such system, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE TWENTY-ONE CENTS PER STUDENT ENROLLED, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE TWENTY-FOUR CENTS PER STUDENT ENROLLED, and

(2) {three} FIVE hundred {fifty} dollars per participating public school district comprising such system, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE THREE HUNDRED SEVENTY-FIVE DOLLARS PER PARTICIPATING PUBLIC SCHOOL DISTRICT, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE FOUR HUNDRED DOLLARS PER PARTICIPATING PUBLIC SCHOOL DISTRICT, AND IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE THERE BE A MINIMUM OF FOUR THOUSAND THREE HUNDRED DOLLARS PER SYSTEM LOCATED WITHIN A BOARD OF COOPERATIVE EDUCATIONAL SERVICES AREA, OR FIVE THOUSAND DOLLARS PER CITY SCHOOL DISTRICT OF A CITY WITH A POPULATION OF ONE HUNDRED TWENTY-FIVE THOUSAND INHABITANTS OR MORE, AND THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO AND THEREAFTER THERE BE A MINIMUM OF FOUR HUNDRED FIVE THOUSAND DOLLARS PER SYSTEM LOCATED WITHIN A BOARD OF COOPERATIVE EDUCATIONAL SERVICES AREA, OR FIVE THOUSAND DOLLARS PER CITY SCHOOL DISTRICT OF A CITY WITH A POPULATION OF ONE HUNDRED TWENTY-FIVE THOUSAND INHABITANTS OR MORE, and

(3) two dollars and {ten} FORTY-FIVE cents per square mile of the school library system, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE SUCH SUM SHALL BE TWO DOLLARS AND TWENTY CENTS PER SQUARE MILE AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO SUCH SUM SHALL BE TWO DOLLARS AND THIRTY CENTS PER SQUARE MILE.

f. In addition to any other sum provided in this subdivision, {the merged Onondaga-Cortland-Madison} ANY school library system WHICH HAS MERGED SINCE JANUARY FIRST, NINETEEN HUNDRED EIGHTY-FOUR shall receive fifty thousand dollars annually.

G. IN ADDITION TO ANY OTHER SUM PROVIDED IN THIS SUBDIVISION, IN CALENDAR YEAR NINETEEN HUNDRED NINETY-THREE AND THEREAFTER, EACH SCHOOL LIBRARY SYSTEM SHALL RECEIVE ANNUALLY AN AUTOMATION GRANT AMOUNTING TO TEN PERCENT OF THE TOTAL AID PRODUCED FOR THAT SYSTEM BY ADDING THE BASE GRANT PROVIDED BY PARAGRAPH A, B, C OR D OF THIS SUBDIVISION TO THE ADDITIONAL AID PROVIDED BY PARAGRAPH E OF THIS SUBDIVISION, EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-ONE EACH SCHOOL LIBRARY SYSTEM SHALL RECEIVE AN AUTOMATION GRANT AMOUNTING TO ONE AND SIX TENTHS PERCENT OF THE TOTAL AID PRODUCED FOR THAT SYSTEM BY ADDING THE BASE GRANT

PROVIDED BY PARAGRAPH A, B, C OR D OF THIS SUBDIVISION TO THE ADDITIONAL AID PROVIDED BY PARAGRAPH E OF THIS SUBDIVISION, AND EXCEPT THAT IN CALENDAR YEAR NINETEEN HUNDRED NINETY-TWO EACH SCHOOL LIBRARY SYSTEM SHALL RECEIVE AN AUTOMATION GRANT AMOUNTING TO THREE PERCENT OF THE TOTAL AID.

S 7. Section 285 of the education law, as added by chapter 348 of the laws of 1984, is amended to read as follows:

S 285. State aid for cooperation with correctional facilities. Each public library system which has a state correctional facility or facilities within its area of service shall be awarded a grant of nine dollars twenty-five cents per capita for the inmate population of such facility or facilities upon the approval by the commissioner of a plan of service, negotiated between the area correctional facilities libraries and the corresponding library systems to make available to the inmate population of such facility or facilities the library resources of such system. Plans shall also include organizing and providing evaluation and accountability procedures and records for each region. {A grant of two hundred eighty thousand dollars shall be made available to the commissioner for such programs.}

S 8. If any clause, sentence, paragraph, subdivision or part of this act shall be adjudged by any court of competent jurisdiction to be invalid, the judgment shall not affect, impair or invalidate the remainder thereof, but shall be confined in its operation to the clause, sentence, paragraph, subdivision or part thereof directly involved in the controversy in which the judgment shall have been rendered.

S 9. This act shall take effect on April 1, 1991; provided, however, for purposes of apportionments of state aid, grants or other financial assistance provided for pursuant to the provisions of this act for calendar year 1991 this act shall be deemed to be in effect on January 1, 1991.

The Legislature of the STATE OF NEW YORK SS: (JURAT PLACEHOLDER)

Pursuant to the authority vested in us by section 70-b of the Public Officers Law, we hereby jointly certify that this slip copy of this session law was printed under our direction, and, in accordance with such section is entitled to be read into evidence.

RALPH J. MARINO MELVIN H. MILLER
TEMPORARY PRESIDENT OF THE SENATE SPEAKER OF THE ASSEMBLY

-II-

CHAPTER 625 OF THE LAWS OF 1991

On July 26, 1991, Governor Mario M. Cuomo signed Chapter 625 of the Laws of 1991. Chapter 625 was introduced as A.4846A and S.3187A. The sponsors of this new law included Assemblywoman Cynthia Jenkins, Chairperson of the Sub-committee on Libraries, Assembly Edward C. Sullivan, Chairman of the Assembly Committee on Higher Education, and the following members of the Library Sub-committee: Assemblyman Samuel Colman, Assemblyman Thomas P. DiNapoli and Assemblywoman Patricia McGee. The Senate counterpart, S.3187A, was sponsored by Senate Library Sub-committee Chairman Senator Hugh T. Farley, and by Senators Pressent and Tully.

The provisions of Chapter 625 include:

TITLE: An Act to amend the education law, in relation to library aid technical corrections and repealing provisions of such law relating thereto.

PURPOSE: To make technical amendments to the Education Law resulting from the adoption of Chapter 917 of the Laws of 1990.

SUMMARY OF SPECIFIC PROVISIONS: Section one amends §272 of the Education Law to clarify existing language and remove obsolete references, and to permit a one-time waiver of the "maintenance of effort" provisions relating to local library funding. Under current law, library systems and central libraries lose twenty-five percent of their State aid if local funding for member libraries falls below ninety-five percent of that of prior years.

§2 "sunsets" the authority for this waiver as of December 1995.

§3 amends §273 of the Education Law to clarify language relating to the years in which local library incentive aid is paid.

§4 and §5 correct references to the start-up funding of the literacy program and also correct a cross-reference regarding the automation program.

§6 removes incorrect references in §284 of the Education Law to retain the operation of the school library systems on a school year, rather than calendar year, basis. This also corrects an error in the 1992 minimum payment for the school library systems.

§7 provides for an immediate effective date, ensuring, however, that the 1991 aid provisions are effective concurrently with the original provisions of Chapter 917 of the Laws of 1990, and also "sunsets" the maintenance of effort waiver.

JUSTIFICATION: Chapter 917 of the Laws of 1990 made numerous changes to the Education Law relating to State financial aid to libraries and library systems.

That law contained some minor technical inconsistencies which are corrected by this bill. In addition, the bill makes an amendment relating to library aid which, while substantive, is keeping within the original intent of Chapter 917.

Sections one and two provide a very limited opportunity for the Commissioner of Education to waive the existing maintenance of local effort provisions as they relate to public library systems and central libraries. Current law (§272 Education Law) requires a twenty-five percent reduction in State aid if local support of the participating libraries in a public library system falls below ninety-five percent of the average of the previous two years. With many communities facing serious fiscal constraints as a result of reductions in State aid and other concerns, some may be forced to reduce library aid. This limited waiver would permit the Commissioner, only once and only during a limited period surrounding the current fiscal emergency, to prevent the "double whammy" of reductions in both local support and State aid.

HISTORY OF BILL: New Bill.

FISCAL IMPACT: None. Appropriations relating to 1991-1992 have already been submitted by the Executive.

EFFECTIVE DATE: Immediate. Effective as provided in Chapter 917 of the Laws of 1990. The provisions permitting waiver of local maintenance of the effort "sunset" on December 31, 1995.

The text of Chapter 625 is attached:

LAWS OF NEW YORK, 1991
CHAPTER 625

AN ACT to amend the education law, in relation to library aid technical corrections and repealing provisions of such law relating thereto

Became a law July 26, 1991, with the approval of the Governor.

Passed by a majority vote, three-fifths being present.

THE PEOPLE OF THE STATE OF NEW YORK, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Paragraph j of subdivision 1 of section 272 of the education law, as amended by chapter 787 of the laws of 1978, is amended to read as follows:

j. (1) In the event that the {total} sum TOTAL OF LOCAL SPONSOR SUPPORT raised by local taxation exclusive of capital expenditures for the support of a public library system and participating libraries in an annual period beginning January first, nineteen hundred seventy-nine, is less than ninety-five per centum of the average of the amounts raised for such purposes by local taxation for the two preceding calendar years, the state aid to which such library system would otherwise be entitled beginning April first, nineteen hundred eighty, shall be reduced by twenty-five per centum. {However, state aid paid between April first, nineteen hundred seventy-eight and March thirty-first, nineteen hundred eighty, shall be reduced by twenty-five per centum only in the event such local support shall be less than the average of calendar years nineteen hundred sixty-four and nineteen hundred sixty-five.} Such state aid shall likewise be reduced by twenty-five per centum in the event that the public library system shall refuse after reasonable notice to make provision for the expansion of the area served in accordance with the regulations of the commissioner.

(2) In the event that the total sum raised by local taxation, exclusive of capital expenditures, for the support of a central library of a public library system in an annual period beginning January first, nineteen hundred seventy-nine, is less than ninety-five per centum of the average of the amounts raised for such purposes by local taxation for the two preceding calendar years, the state aid to which such library system would otherwise be entitled for the development of its central library, beginning April first, nineteen hundred eighty, shall be reduced by twenty-five per centum. {However, state aid paid between April first, nineteen hundred seventy-eight and March thirty-first, nineteen hundred eighty for such purpose, shall be reduced by twenty-five per centum only in the event such local support shall be less than the average of calendar years nineteen hundred sixty-four and nineteen hundred sixty-five.}

(3) THE COMMISSIONER MAY WAIVE THE REQUIREMENTS OF SUBPARAGRAPHS ONE AND TWO OF THIS PARAGRAPH, IF THE COMMISSIONER DETERMINES THAT THE APPLICATION OF SUCH SUBPARAGRAPHS WOULD RESULT IN EXCESSIVE HARDSHIP FOR THE PUBLIC LIBRARY SYSTEM OR CENTRAL LIBRARY BROUGHT ABOUT BY AN EXTRAORDINARY CHANGE IN A LOCAL SPONSOR'S ECONOMIC CONDITION, LOSS BY A LOCAL SPONSOR OF STATE AID TO LOCAL GOVERNMENTS PROVIDED UNDER SECTION FIFTY-FOUR OF THE STATE FINANCE LAW, OR BY A NATURAL DISASTER. SUCH

WAIVER MAY BE GRANTED ONLY ONE TIME TO EACH PUBLIC LIBRARY SYSTEM OR CENTRAL LIBRARY. THE COMMISSIONER SHALL REPORT ANY WAIVERS GRANTED UNDER THIS SUBPARAGRAPH TO THE SPEAKER OF THE ASSEMBLY, THE PRESIDENT PRO TEM OF THE SENATE, AND THE CHAIRS OF THE LEGISLATIVE FISCAL COMMITTEES.

(4) A "LOCAL SPONSOR" SHALL MEAN ANY MUNICIPALITY, DISTRICT OR SCHOOL DISTRICT, AS DEFINED IN THE GENERAL MUNICIPAL LAW, OR ANY COMBINATION THEREOF.

S 2. Subparagraphs 3 and 4 of paragraph j of subdivision 1 of section 272 of the education law are REPEALED.

S 3. Subparagraph 1 of paragraph f of subdivision 1 of section 273 of the education law, as amended by chapter 917 of the laws of 1990, is amended to read as follows:

(1) In calendar {year} YEARS nineteen hundred ninety-one AND NINETEEN HUNDRED NINETY-TWO, local library incentive aid shall be paid as follows: the amount of eight cents for every one dollar contributed by local sponsors to the approved public library systems and to registered public and free association libraries which are members of a public library system and which conform to regulations adopted by the commissioner, except that no library system shall receive a sum which is more than one hundred seven percent greater than the sum received in local library incentive aid in nineteen hundred eighty-three and except that in calendar year nineteen hundred ninety-two no library SYSTEM shall receive a sum which is more than twenty-two percent greater than the sum received in local library incentive aid in nineteen hundred eighty-eight, and further provided that the aid shall be disbursed according to a plan agreed upon by the public library system board of trustees and the boards of trustees of a majority of the member libraries which shall provide that:

(i) at least forty percent of the total amount paid to any public library system under this provision shall be used by the system for systemwide services.

(ii) at least forty percent of the total amount paid to any public library system under this provision shall be distributed to its member public and free association libraries,

S 4. Subparagraph 2 of paragraph h of subdivision 1 of section 273 of the education law, as amended by chapter 917 of the laws of 1990, is amended to read as follows:

(2) For the year beginning January first, nineteen hundred ninety-three and annually thereafter, the commissioner shall award annually grants to each public library system which submits an acceptable plan for library service programs to be carried out by a system and/or a member library or libraries which assist adults to increase their literacy skills. The commissioner shall award such grants having determined that such programs are being operated in direct coordination with local public schools, colleges and other organizations which are operating similar adult literacy programs. Annual state aid of two hundred thousand dollars shall be awarded in accordance with regulations promulgated by the commissioner except that in calendar year nineteen hundred {ninety-three} NINETY-TWO such sum shall be one hundred thousand dollars.

S 5. Subparagraph 2 of paragraph a of subdivision 6 of section 273 of the education law, as amended by chapter 917 of the laws of 1990, is amended to read as follows:

(2) Each public library system with an automation program to support bibliographic control and interlibrary sharing of information resources of member libraries, and to coordinate and integrate the automated system or systems of such member libraries consistent with regulations of the commissioner, shall be eligible to receive an amount equal to seven percent of the amount earned in paragraph d of {this} subdivision ONE OF THIS SECTION, or seventy-six thousand five hundred dollars, whichever is more, except that in calendar year nineteen hundred ninety-one and in calendar year nineteen hundred ninety-two the commissioner shall award a grant of sixty thousand dollars to each public library system which submits an acceptable plan for an automation program to support bibliographic control and interlibrary sharing of information resources of member libraries, and to coordinate and integrate the automated system or systems of such member libraries.

S 6. Subdivision 1 of section 284 of the education law, as amended by chapter 917 of the laws of 1990, is amended to read as follows:

1. Each school library system established pursuant to section two hundred eighty-two of this article and operating under a plan approved by the commissioner shall be eligible to receive funding under this section consisting of the following amounts:

a. Each school library system with a public and nonpublic school enrollment of less than one hundred thousand students shall receive a base grant of eighty-three thousand dollars except that in {calendar year} nineteen hundred ninety-one each school library system with a public and nonpublic school enrollment of less than one hundred thousand students shall receive a base grant of seventy-seven thousand dollars;

b. Each school library system with a public and nonpublic school enrollment of one hundred thousand students but less than two hundred thousand students shall receive a base grant of ninety thousand dollars except that in {calendar year} nineteen hundred ninety-one each school library system with a public and nonpublic school enrollment of one hundred thousand students but less than two hundred thousand students shall receive a base grant of eighty-seven thousand dollars;

c. Each school library system with a public and nonpublic school enrollment of two hundred thousand students but less than five hundred thousand students shall receive a base grant of one hundred twenty-three thousand dollars except that in {calendar year} nineteen hundred ninety-one each school library system with a public and nonpublic school enrollment of two hundred thousand students but less than five hundred thousand students shall receive a base grant of one hundred seventeen thousand dollars; and

d. Each school library system with a public and nonpublic school enrollment of more than five hundred thousand students shall receive a base grant of eight hundred ninety-seven thousand dollars.

e. In addition to the base grant provided in paragraph a, b, c or d of this subdivision, each school library system shall receive annually:

(1) twenty-nine cents per student enrolled in the participating public and nonpublic schools comprising such system, except that in {calendar year} nineteen hundred ninety-one such sum shall be twenty-one cents per student enrolled, and except that in {calendar year} nineteen hundred ninety-two such sum shall be twenty-four cents per student enrolled, and

(2) five hundred dollars per participating public school district comprising such system, except that in {calendar year} nineteen hundred ninety-one such sum shall be three hundred seventy-five dollars per participating public school district, and except that in {calendar year} nineteen hundred ninety-two such sum shall be four hundred dollars per participating public school district, and in {calendar year} nineteen hundred ninety-one there be a minimum of four thousand three hundred dollars per system located within a board of cooperative educational services area, or five thousand dollars per city school district of a city with a population of one hundred twenty-five thousand inhabitants or more, and that in {calendar year} nineteen hundred ninety-two and thereafter there be a minimum of four {hundred} THOUSAND five {thousand} HUNDRED dollars per system located within a board of cooperative educational services area, or five thousand dollars per city school district of a city with a population of one hundred twenty-five thousand inhabitants or more, and

(3) two dollars and forty-five cents per square mile of the school library system, except that in {calendar year} nineteen hundred ninety-one such sum shall be two dollars and twenty cents per square mile and except that in {calendar year} nineteen hundred ninety-two such sum shall be two dollars and thirty cents per square mile.

f. In addition to any other sum provided in this subdivision, any school library system which has merged since January first, nineteen hundred eighty-four shall receive fifty thousand dollars annually.

g. In addition to any other sum provided in this subdivision, in {calendar year} nineteen hundred ninety-three and thereafter, each school library system shall receive annually an automation grant amounting to ten percent of the total aid produced for that system by adding the base grant provided by paragraph a, b, c or d of this subdivision to the additional aid provided by {paragraph} PARAGRAPHS e AND F of this subdivision, except that in {calendar year} nineteen hundred ninety-one each school library system shall receive an automation grant amounting to one and six tenths percent of the total aid produced for that system by adding the base grant provided by paragraph a, b, c or d of this subdivision to the additional aid provided by {paragraph} PARAGRAPHS e AND F of this subdivision, and except that in {calendar year} nineteen hundred ninety-two each school library system shall receive an automation grant amounting to three percent of the total aid.

S 7. This act shall take effect immediately, except that section two of this act shall take effect December 31, 1995; provided, however, for purposes of apportionments of state aid, grants or other financial assistance provided for pursuant to the provisions of this act for calendar year 1991 this act shall be deemed to be in effect on January 1, 1991.

The Legislature of the STATE OF NEW YORK SS: (JURAT PLACEHOLDER)

Pursuant to the authority vested in us by section 70-b of the Public Officers Law, we hereby jointly certify that this slip copy of this session law was printed under our direction, and, in accordance with such section is entitled to be read into evidence.

RALPH J. MARINO MELVIN H. MILLER
TEMPORARY PRESIDENT OF THE SENATE SPEAKER OF THE ASSEMBLY

-III-
CHAPTER 775 OF THE LAWS OF 1992

On August 7, 1992, Governor Mario M. Cuomo signed Chapter 775 of the Laws of 1992. This new law which shall take effect immediately was introduced as A.9468, sponsored by Assemblyman Thomas P. DiNapoli, and S. 6631, sponsored by Senator Hugh Farley. The new law will allow a school district operating on a contingency budget to purchase books and instructional materials for use in the library media centers. The purchase of books and othr instructional matrials had been prohibited when a school budget was defeated and the district operates on a contingency budget. The cost of this new legislation to a school district will be no more than what the voters had last authorized for library media centers in the previous year's school budgets.

The law recognizes that the library is an integral part of the school and essential to the education of the students. It should be maintained so that students are not forced to use outdated books and materials for their classroom projects. The legislative sponsors of Chapter 775, in addition to Assemblyman DiNapoli and Senator Farley, include: Senators Larkin, Libous, McHugh, and Seward and Assemblypersons Jenkins, Colman, Hinchey, John, Clark, Cook, Daniels, Green, Pillittere and Weisenberg.

The text of Chapter 775 of the Laws of 1992 is as follows:

LAWS OF NEW YORK, 1992
CHAPTER 775

AN ACT to amend the education law, in relation to including the purchase of library books as an ordinary contingent expense

Became a law August 7, 1992, with the approval of the Governor.

Passed by a majority vote, three-fifths being present.

THE PEOPLE OF THE STATE OF NEW YORK, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Section 2023 of the education law, as amended by chapter 208 of the laws of 1954, is amended to read as follows:

S 2023. Levy of tax for certain purposes without vote. If the qualified voters shall neglect or refuse to vote the sum estimated necessary for teachers' salaries, after applying thereto the public school moneys, and other moneys received or to be received for that purpose, or if they shall neglect or refuse to vote the sum estimated necessary for ordinary contingent expenses INCLUDING THE PURCHASE OF LIBRARY BOOKS AND OTHER INSTRUCTIONAL MATERIALS ASSOCIATED WITH A LIBRARY, the sole trustee, board of trustees, or board of education may levy a tax for the same, in like manner as if the same had been voted by the qualified voters.

S 2. This act shall take effect immediately.

The Legislature of the STATE OF NEW YORK SS: (JURAT PLACEHOLDER)

Pursuant to the authority vested in us by section 70-b of the Public Officers Law, we hereby jointly certify that this slip copy of this session law was printed under our direction and, in accordance with such section, is entitled to be read into evidence.

RALPH J. MARINO
TEMPORARY PRESIDENT OF THE SENATE

SAUL WEPRIN
SPEAKER OF THE ASSEMBLY

EXHIBIT FIVE
APPENDICES

POWERFUL PARTNERS - DISCOVERY AND DEMOCRACY

An Interview with Cynthia Jenkins

by

Anne E. Simon

Source: Published in THE BOOKMARK, Fall 1990, Volume 49, Number 1 [The State Education Department, New York State Library, Albany, New York: Editors: Joseph F. Shubert and E. J. Josey] pp.4-8.

POWERFUL PARTNERS -- DISCOVERY AND DEMOCRACY

An Interview with Cynthia Jenkins by Anne E. Simon

Source: THE BOOKMARK, Fall 1990 (The University of the State of New York, The State Education Department, The New York State Library), pp.4-8.

When Assemblywoman Cynthia Jenkins, Chair of the Assembly Subcommittee on Libraries, learned that the proposed title for this article included the phrase "Discovery and Democracy," Ms. Jenkins commented, "that is the library." How does a housewife (and mother and librarian) end up in the New York State Assembly as the first black woman elected from Queens Assembly District 29? Assemblywoman Cynthia Jenkins' path involved raising a son, 22 years of increasing involvement in community and political organizations, obtaining a master's degree in library science from Pratt, doing postgraduate work at Columbia University and working as a children's librarian and branch librarian in the Queens Borough Public Library.

Ms. Jenkins has been a member of the New York State Assembly since 1983, running unopposed for a fifth term in 1990. She is the first black woman to be elected to public office from Southeast Queens. She is Chair of the Assembly Subcommittee on Libraries, as well as a member of standing Committees on Education, Higher Education, Social Services and Corrections. In 1990, Governor Cuomo appointed her to the Governor's Commission on Libraries, and she will be a delegate to the 1991 White House Conference on Library and Information Services. In this interview, she shares some of her insights on children and libraries, drawn from a rich background of experience as a parent, a librarian and a legislator.

What drew you to a library career? Was the library a "magic place" for you?

I backed into librarianship! When I was young, women I knew went to college, got married, raised a family and did community volunteer work. So I went to the University of Louisville and earned a BA in history and political science with honors, and I married Joseph D. Jenkins. (Mr. Jenkins is President of J.D. Jenkins Insurance Agency.) We had a son (who is now the Rev. Joseph D. Jenkins, Jr.). While raising my son, I got involved in PTA and civic organizations and started doing volunteer work in the school library. I found I was going there almost every day. I looked for a career, other than teaching school, that fit in with responsibilities of wife and mother, and decided to go to library school. I attended Pratt and worked as a trainee at Brooklyn Public Library before going to work as a children's librarian at the Queens Borough Public Library.

I would say the library is a magic place. A library is one place that people can be themselves, truly be themselves. The public library fosters children's creative development because children are free to browse, select what they want, and stay as long as they want. Because we don't push, we let them browse, we let them select what they want, we let them stay as long as they want to, we're good listeners, and we're not there giving unwanted advice. Youth services librarians are good listeners. Instead of being another adult giving advice or telling children what to do, they try to learn from children and let them be creative and use their imaginations. Good listeners help libraries become magical places.

How can libraries meet the learning needs of young people from diverse ethnic and family backgrounds?

In the library, each child is learning from another child, another culture. We learn from each other. For instance, in a community like Flushing you have all these different ethnic groups and you have different activities in the library. The more activities you have with them together, the more sensitive the child is going to become and respect other peoples.

Library programs can be structured to bring people of different cultural backgrounds together. They broaden the horizons of the people who are there--without preaching--just by giving information and getting people talking to one another. The library is the only place for programs like that. When the parents bring the children, the parents are sitting there, talking to people who have a different culture and a different background. They talk about food, clothing and holiday customs. Parents and children at library programs discover not only ethnic difference in these situations but also, that people are people and we all want the same things.

How should state and Federal governments help libraries promote public awareness of their services to the citizens in a democratic society, particularly families?

Government hasn't done enough for libraries because it doesn't understand the role of libraries. Most of the information requests that come to government agencies could be handled by librarians. Instead of duplicating what libraries are already doing, public agencies should be promoting libraries to their clientele.

If government agencies and libraries worked directly as partners, everyone would benefit. Look, agencies could join libraries in outreach services to families. For example, many people bring their small children with them when they come to a government office and there is nothing for the small child to do. The parent is sitting there all day long with this four- or five-year-old trying to get the child to sit and be quiet. There should be a children's corner in that office. The public library could help the government office by developing the children's corner there, and could supply materials and programs right in the office to people who probably aren't now coming to the library. The library would showcase its services for children and youth in a setting supported by government.

Public libraries also have the information resources to help families get the government agency services they need. A lot of people don't know what service the government has for them, or even how to find out about the services they need. Libraries could do more to get that information to people.

Libraries also help the people public agencies are trying to serve. In the local library, the expectant mother can get all this information that will be very helpful. In your local library, you can find information about any health problem that you might have -- whether it is preventive or illness. But many people don't know that. Social services agency people could let their clients know that the library can help them. All of the public agencies -- Federal, state, or local -- should promote libraries. That kind of promotion would translate into library money long-term and into building a constituency.

What "Decade of the Child" coalitions can be developed to promote library services to young people?

We need more cooperative efforts between schools and public libraries -- especially when children are out of school in the summer. In the eight weeks that the child is out of school, he looses some of his skills. The public library has summer reading programs -- how can we get more children to the library? What should the teacher or the principal do over the 10 months to connect the children to the library? They do not think of the public library as having a connection with school. Now, the librarians have to promote the summer reading programs themselves. We have to recruit by ourselves. If the schools worked with the public library and got children into summer reading programs and year-round activities, children, their families and schools would benefit. How much our children would benefit if principals and teachers saw the public library as a life-long learning institution!

There are so many other "Decade of the Child" possibilities. In Queens, we did community outreach to promote library use among families who had not used the library before. One of the libraries was near a housing project. We would go out on Friday morning where the mothers were sitting on the bench with their children and we would get them to come to the library. We would do story hours for children, and librarians would talk to the mothers about their interests and give them materials. These are people who would not have come on their own; they came because we went to where they were.

We're going to have to go where the people are. I am really sorry that many places have stopped bookmobile service because of lack of money. The bookmobile should go where the people are.

What can school and public libraries do to reach more children with special needs?

Becoming familiar with the local institutions and agencies serving children with special needs is essential. We need to learn about their specific needs. Outreach services may be the only way institutionalized children will be able to get library service. Pregnant teens are an especially important group to reach. They need information on parenting skills and to learn about the library as a family and life skills resource.

What kinds of programs would you like to see librarians develop with the 1993 State aid for "enriched coordinated outreach programs ... for preschool and school age children and their parents?"

There is only $300,000 there, but I think we should do something important with it. Fundamental, essential things. Reading aloud to children is essential to promote the love of reading. This needs to begin before children start school. If children come to school and they've been read to in the public library by a professional children's librarian, they'll bring a lot of richness to that first grade.

Parenting skills would be another priority. As parents bring us their questions on parenting, they will branch out into other types of library materials.

This should be a "people" program. We need to do "neighborhood things" to get children and their parents into the library. If we do, we can pry them away from their television sets -- a real "killer" of children's creative potential. Librarians need to look at how they might be stifling the imagination of young people. Children have all this imagination and creativity, and then somewhere along the line, too often we adults kill it. Before we tell a child not to "color a pig purple," we should remember that she's going to learn soon enough that a pig is not purple. She might not even be dealing with the pig, she just might want to see how this crayon looks. So let them explore, let them do. After all, the library should encourage children to explore their interests freely, at their own pace. Parents and librarians may be rushing them with their programs, forgetting that children have their own programs.

Coordination means getting out and doing things. Maybe libraries are more used to this than schools. Public libraries have always had less money and they do more with it than any other institution that gets taxpayer's money. Librarians are not clock watchers. The teachers come in at 8:00 a.m. and walk out the door at 3:00 p.m. Librarians will stay and they'll help. Then we're going to have to share resources. The public libraries are used to doing that -- they take library materials to nursery schools, community centers and senior citizen centers. Sometimes schools don't share from one floor to the other but now we have an opportunity for both schools and libraries to work together!

How can libraries foster creative interaction between parent and child!

The single best way public libraries can provide this opportunity is by being open on weekends -- Saturdays and Sundays. Remember that many parents have little time because they are working well as raising children. A lot of the kids can't come to the library because of the hours. By the time the parent picks the kid up, the library's closed. The library closes at 5 o'clock or 5"30. That's took early in the city. A lot of the branch libraries are closed on Saturdays and Sundays.

Weekday and daytime hours no longer fit the lifestyle of many families. Our hours are wrong. Those 9 to 5 hours were all right when women,didn't work.

Even if the libraries have to close two other days of the week, they should be open on Saturdays and Sundays. The library can really help both the parent and the child if it is open on the weekend when the parent is not working and no so rushed. If the library has to choose only one weekend day, then use Sundays. Saturday is a shopping day, a cleaning day, and all that. On Sunday people can relax a little, and get to the library.

How can a school library and librarian create "magic" for a non-motivated child?

I remember my first grade teacher. When I went to school, the first grade teacher, after you had done your heavy work in the morning, would make you take a rest. When we were resting, she would read us Aesop's Fables. I remember that so well. I knew I enjoyed it; I loved her reading. These experiences enrich children. The school librarian can help teachers do the same for other children.

School librarians can also help teachers use puppets and lead children to books that teach them magic and craft activities. With their knowledge of the collection, school library media specialists are a valuable (and often overlooked) resource for teachers. They could help teachers develop other kinds of teaching tools that would be attractive to the children.

What changes in our schools would help children better develop their imaginations and creative powers?

Don't give them all the answers. This is something I have always objected to. When we give them the answers, we may not only stunt imagination and creativity, we will never see or hear children's unique insights.

What changes in our libraries would help children better develop their imaginations and creative powers?

LISTEN to the kids: I've learned a lot by listening. Once a little girl came to me and said, "Mrs. Jenkins, there is something wrong with this recipe in the book. I made the cake and the cake fell, my mother made the cake and the cake fell, my aunt made the cake and the cake fell -- there is something wrong."

Now, if that child couldn't talk to me, she wouldn't have brought the book back and said anything. I took the book home, I made the cake and the cake fell. I brought the book back and the staff were all trying to make that cake! We finally wrote the publisher because too many people had tried but failed -- and something was wrong with the recipe. The publisher then tested the recipe and found there was one ingredient missing. So they had to call all these books back and they wrote the little girl a beautiful letter.

BE APPROACHABLE: Never wear anything that can't go into the washing machine. Children may need to touch you to get your attention and your clothes tell whether nor not you are approachable!

ENCOURAGE FREE PLAY AND GAMES As a children's librarian, I made Fridays "game day" in my branch library. We observed the children playing their games, inventing their own rules, and using the books that "happened" to be on display -- giving them an open forum to play with imagination on their own. We, of course, carefully planned those displays and arranged books to be "discovered." On many occasions, children would discuss problems and neighborhood situations, as well. We encouraged these young people to go to their parents for help and advice.

R-E-S-P-E-C-T: Treat young people with all the respect afforded adults. Once I learned of a problem some fourth-graders were having in attending the Wednesday afternoon film programs. One little girl came to me and said, "Mrs. Jenkins, we want to have a conference with you." I brought them in my office and she was the spokesperson for the twelve of them. She said "We're in Ms. ___'s class and we always have a lot of homework on a Wednesday and we can never go into your film program. Now we recommend that you change it to Friday because then we don't have all that homework and then we can come in." As a result of the Conference I scheduled the next film series for Fridays -- when there was no homework. For the "conference" I didn't go out there and talk to them in the children's room -- I gave them respect and took them in my office like I would do with any adult and they liked that.

What advice would you have for a new children's librarian?

Love the children. A lot of times we feel we are loving the children and we aren't. Children know if you love them. Love them and listen to them. If you listen to them, you're going to love them. All children are lovable. Remind parents to take time to enjoy their children. And don't forget that the library is discovery and democracy!

ANNE E. SIMON is Library Development Specialist in the New York State Library Division of Library Development. Her responsibility includes library services to children and young adults, consultant liaison service to library systems and NYLINE management. Before joining the Division of Library Development, she was Director of the Gloversville [NY] Free Library. She has contributed articles to THE BOOKMARK and in 1990 edited the New York Library Association publication KIDS WELCOME HERE! WRITING PUBLIC LIBRARY POLICIES THAT PROMOTE USE BY YOUNG PEOPLE.

Hearing on Adult Literacy in New York State

Testimony

presented by

Richard C. Wade, Chairman
Governor's Commission on Libraries
Hearing Room C
Legislative Office Building
January 27, 1992

The Case For "LATE START"

Thank you, Mr. Chairman, for this opportunity to testify before this committee on the growing and dangerous problem of adult illiteracy. The testimony I give today I could not have provided two years ago when the Governor named me chairman of his Governor's Commission on Libraries. At the time I thought I knew a great deal about libraries. I had been, after all, a practicing scholar for forty years. My specialty, urban history, had led me to research in every kind of library -- university, public, archival, and specialized. For decades I had fought university administrations for more funding; I had supported my own public libraries; I had helped cities set up their archives, and I was a guardian of the papers of important public figures. In short, I thought I understood libraries and their problems as well as almost anyone else.

I could not have been more mistaken. What I discovered was a library enterprise that is not only in deep trouble but suffering such neglect that only an aroused public and its elected officials can preserve it. That sentence is not meant merely to catch your attention. It is a conclusion that comes from almost two years of work by the Governor's Commission, which included six public hearings around the state, countless meetings, research by expert staff, and the proceedings from two conferences: The Governor's and the White House Conference on Library and Information Services.

The broad results of that work and that experience are summarized in the published report to the Governor which has been sent to members of this committee. The report has the unanimous endorsement of the distinguished Commission comprised of elected officials, librarians, and the general public.

The report is comprehensive and covers the crucial questions of the creeping catastrophe that is slowly engulfing our entire library enterprise. Today, however, I want to talk of only one, adult illiteracy, which if not vigorously addressed right now, will make many of the other problems seen somewhat academic. The central fact ought to be, in Thomas Jefferson's phrase "a fire bell in the night" for all of us. One in every five American adults is functionally illiterate. By that I do not mean that he or she does not read very much or has trouble with difficult material, I mean people who cannot read a want ad, cannot fill out a job application, cannot do elementary banking, cannot even read their children's report cards. And the figure is conservative. Many experts place it much higher: one congressional committee, your analogue, estimates the number at thirty million. And the number is growing every week. Two years ago the president announced a goal of eliminating adult illiteracy by the year 2000. Yet there are more illiterates today than when he pronounced the goal. Incidentally, the figure of adult illiteracy in 1900 was one in twelve. In short, if nothing is done, we will end this century farther behind in the search for a literate society than when we began it.

The consequences of this failure explain much of what comprises our national malaise. I will not deal here with the individual loss that accompanies illiteracy: the knowledge that one will never be a full member of society; will never be able to be a wholly helpful parent; will never have fulfilled ones real potential for a full and fruitful life. The understanding of that quiet catastrophe is beyond those who never experienced it. But the consequences of adult illiteracy to American society are not difficult to calculate.

The most obvious is economic. The most conservative estimates are that the nation's bill is over $200 billion a year in unemployment, underemployment, health, welfare and incarceration costs. New York's part of this annual waste os $20 billion. Worse still, this large pool of functionally illiterate adults means that this country enters the stiff world of economic competition with a labor pool of only eighty percent, while Germany and Japan can count on a work force of ninety five percent or more literate employees ready to contribute to a modern economy. It is simply unrealistic for our nation's leaders to keep promising to compete" when we enter the ring with one arm tied behind our back. For years, governments on every level have created job training programs to prepare displaced workers for new employment and prepare youngsters for the world of modern work. Yet these programs, no matter how diligently pursued, disappointed their beneficiaries who can neither read or write and who ultimately drift away to the unemployment and welfare lists.

The consequences are in our schools as well. While there is general discontent with our educational system, little consideration is given to one of the root causes of their failure. Illiterate parents produce illiterate children on a greatly disproportionate scale. The relationship is obvious, and it is also ominous. The largest group of adult illiterates is between 20 and 39 years old, indicating that the next decade will see an acceleration of the educational crisis and the familiar lament about inadequate parenting.

The consequences are in the streets as well. Over seventy percent of the nation's prison population are illiterate. Worse still, they come out illiterate and most cases return to prison again. The recidivism rate in the American system is over sixty percent. In Japan, where a convict cannot be released until he can read an write, the rate is five percent. We, of course, cannot use compulsion, but unless we break the cycle of illiteracy, the criminal justice system will remain a revolving door that pushes in and out people who cannot read their own indictments.

A further consequence of the rising level of adult illiteracy is its impact on our political institutions. The founding fathers rightfully argued that a democratic society rested on a literate and informed populace. Indeed, it is this faith in the intelligence and good will of ordinary people that made the United States a pioneer in electoral democracy. The last three decades, however, have seen a precipitous drop in voting participation. Only half the eligible voters turn out for a presidential election; fewer still in state and local elections. The whole electoral process presumes a literate public, from filing the application to knowing the location of the polling place, and from reading the ballot to understanding the issues and candidates. In short, the ability to read and write is crucial to a free society. Yet adult illiteracy reduces the voter pool by nearly twenty percent. And there is no reason to expect next year will not be worse.

A final consequence of adult illiteracy is to render meaningless most reforms directed to remedy our nagging and persistent social problems. HUD Secretary, Jack Kemp, wants to give vouchers to the poor so they can find housing in the private market; former Governor Jerry Brown wants vouchers for the poor to receive a negative income tax; various educators have long advocated vouchers to pay for private schooling. Has no one asked how someone who cannot read or write is going to read a housing advertisement much less a lease, or file a tax form, or find out which school is best for her children? The "voucher revolution" will surely founder on the rocks of illiteracy.

These consequences are not, however, without remedy. There is no necessary and inevitable portion of our population that is permanently illiterate; with a real public commitment we can approach, if not reach, the president's goal of full literacy by the year 2000. An essential beginning has at least three steps.

1. The creation of a permanent Governor's Commission on Libraries. This commission would have the responsibility, among other thins, of coordinating and directing an all-out adult illiteracy. There are presently many groups, public and private, who are all heroically laboring in the vineyard. Literacy Volunteers of America, our libraries, and some trade unions have programs; others are just beginning. A permanent Commission could encourage and support these efforts and organize broad public awareness of the problem and provide assistance in developing programs.

Libraries are obviously the focal point for the attack on illiteracy. Libraries alone have the space, the materials, and the professional staff. They are neighborhood oriented and provide a convenient home for those anxious to learn to read and write. To do the job, we should be expanding the days and hours libraries are open, not contracting them or sometimes closing them altogether.

2. Our prisons now contain a basically illiterate population. They are released no more able to function peaceably in society than when they went in. The criminal justice system could offer a simply incentive. A judge, after being informed through test results that a non-violent convict was functionally illiterate, could adjust the sentence. If, for example, the sentence was five years, the judge could indicate that if the prisoner completed a literacy program successfully, the sentence would be reduced. He could also induce very literate inmates to teach reading and writing also with the possibility of a reduced sentence. A simple calculation I hope will suffice. It costs at least $40,000 a year to house an inmate in New York. If just one prisoner was released literate on a reduced sentence of just one year, it would save $40,000; if a non-violent teaching inmate's sentence was also reduced, it would save another $40,0000. The public is twice served. And

the chances of either returning to prison is drastically lowered.

3. The funding of a general attack on adult illiteracy would surely be the most cost-effective program ever presented to the American people. It is gender-free, race free and family centered. Any program that takes an adult from illiteracy to functional reading and writing would receive $2,000 -- once thousand from the state and one thousand from the federal government. Like Head Start, this Late Start program would be financed by matching funds. But payment should be tied to results, not to attendance or promises. Late Start deals with adults; its funding can be controlled by easily certified success.

Mr. Chairman, in my judgement the reduction of adult illiteracy in this country is the most fundamental question facing the American public today. Moreover, unlike so many other issues, it can be remedied without new equipment or great expenditures of funds. What is required is a commitment by the American public and its elected officials to erase this silent scandal and return this country to its rightful place as the most literate of nations. And it is proper that New York State take the lead, for, after all, it pioneered in library innovations and is still the flagship of the nation's library systems. Indeed, this country invented the notion of universal literacy. In these years when we celebrate the anniversary of the Bill of Rights, is it too much to ask that by the end of this decade, every American can read and rejoice in it? The nation that enthusiastically embraced Head Start should surely welcome the beginning of Late Start.

LETTER TO HONORABLE CYNTHIA JENKINS
FROM
JANET M. WELCH
EXECUTIVE DIRECTOR
ROCHESTER REGIONAL LIBRARY COUNCIL

September 25, 1991

Rochester Regional Library Council

September 25, 1991

The Honorable Cynthia Jenkins
Chair, Subcommittee on Libraries
The New York State Assembly
Legislative Office Building
Albany, New York 12228

Dear Assemblywoman Jenkins:

As a supporter and friend of libraries, you have asked the library community for information on the services and impact of libraries. A recently completed study, involving physicians at the 15 hospitals in the five-county Rochester region, provides new scientific evidence that library services to hospitals have a dramatic impact on clinical decision making. We want to share these study results with you because they provide scientific proof that cooperative library services, funded in part by State tax monies, have an impact on patients' lives.

Results of the six-month study were published recently in the *Journal of the American Medical Association* (September 4, 1991) and the *Democrat & Chronicle* (Rochester, NY, September 5, 1991). The independent study was conducted by researchers from the University of Toronto.

The results of this study are particularly important because the 1991 State Budget reduced by 10.57% the Hospital Library Services Program and the library medical coupon program which help assure access to medical information for healthcare professionals regardless of location. Both programs provide information to physicians and other healthcare providers which directly impact patient diagnoses and length of hospital stay, as well as tests, drugs, and advice physicians give patients.

Impact of Hospital Libraries on Patients

Eighty percent of the 208 physicians who participated in the study said the information provided by the library led them to handle some aspect of the care of their patients differently than they would have otherwise. Most surprising was the finding that 19% of the physicians reported the information contributed to their ability to avoid patient mortality.

Other important findings:

- 12% reported the information helped avoid hospital admission;
- 21% found the information helped avoid surgery;
- 49% said the information helped avoid tests or procedures;
- 26% said library information helped them in deciding to schedule fewer outpatient visits.

302 North Goodman at Village Gate Rochester, NY 14607 (716) 461-5440

Reducing Healthcare Costs

Not only do these findings, which are detailed in the attached fact sheet, have a direct bearing on patient care, but they also indicate how library information can impact healthcare spending, which concerns everyone today. Fewer tests, less surgery, shorter hospital stays, and fewer admissions or outpatient visits, mean less money is spent on healthcare in this country.

Full Funding of Chapter 917

In the five-county Rochester region, the 1991 cutback in funding to hospital libraries saved the State only $12,000. The Rochester Regional Library Council, which administers both programs, firmly believes New York State stands to lose many times more than it gains through such reductions.

We do not request an increase for either program. Instead, we ask you to urge your colleagues and the Governor to restore, in the 1992 budget, full funding of Chapter 917, Laws of 1990, for library programs, including the Hospital Library Services and medical coupon programs.

If you would like more information about the study, which involved randomly selected physicians seeking information on actual cases, please contact Kathy Miller or me at the Rochester Regional Library Council. The comments of individual physicians are fascinating and reveal, on a very personal level, the lifesaving impact of the information obtained from the library.

Thank you in advance for your attention to this important matter.

Sincerely,

Janet Welch

Janet M. Welch
Executive Director

JW:sjv:092591

FACT SHEET

THE IMPACT OF THE HOSPITAL LIBRARY

In recently completed scientific study, 97% of the 208 participating physicians said that information provided by their hospital library contributed **better informed clinical decisions.** Fifteen hospitals in the Rochester, New York area took part in the study.

As a result of the information provided by the library, 80% of the physicians said that they probably or definitely **handled some aspect of the care of their patients differently** than they would have handled it otherwise.

the following changes in specific aspects of patient care were reported by the physicians as a result of the information provided by the library:

	Per Cent of Physicians Reporting Change
Diagnosis	29%
Choice of tests	51%
Choice of drugs	45%
Reduced length of hospital stay	19%
Changed advice given to the patient	72%

Physicians also said that the information provided by the library contributed to their ability to avoid the following:

	Per Cent of Physicians Reporting Change
Hospital Admission	12%
Patient mortality	19%
Hospital acquired infection	8%
Surgery	21%
Additional tests or procedures	49%
Additional outpatient visits	26%

In many cases, physicians rated the information provided by the library more highly than other information sources such as diagnostic imaging, lab tests and discussions with colleagues.

The study was funded by the New York State Education Department, Division of Library Development, through the Hospital Library Services Program which is administered in the Rochester area by the Rochester Regional Library Council. An additional Research and Development Grant was received from the Medical Library Association. The study was endorsed by the Medical Society of the county of Monroe and the 7th District of the Medical Society of the State of New York.

For further information contact Kathy Miller, Rochester Regional Library Council, 302 N. Goodman Street, Rochester, NY 14607, (716) 461-5440 or Dr. Joanne Marshall, Research Director, Faculty of Library and Information Science, University of Toronto, 140 St. George Street, Toronto, ON, Canada M5S 1A1, (416) 978-4664.
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LETTER FROM DR. THOMAS SOBOL
TO
HONORABLE SAUL WEPRIN, SPEAKER

THE PUBLIC LIBRARY CONSTRUCTION AID PROGRAM: A REPORT

September 30, 1991

NEW YORK
THE STATE OF LEARNING

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

September 30, 1992

The Honorable Saul Weprin
Speaker
New York State Assembly
Legislative Office Building
Albany, New York 12248

Dear Speaker Weprin

Section 273-a of the Education Law authorizes a public library construction aid program. This section requires a program report from the Commissioner by September 30 of each year to the Governor, the Temporary President of the Senate, the Speaker of the Assembly, the Chair of the Senate Finance Committee, and the Chair of the Assembly Ways and Means Committee. The report should include "the amounts appropriated and expended...," "the status of each project for which any amount of State aid was provided as of the date of the report, the status of any project for which an application was submitted but for which no aid was provided as of the date of the report, the anticipated State aid necessary to be provided for eligible projects to be completed and such other information as the Commissioner may deem appropriate."

Amounts appropriated and expended. The Legislature has appropriated funds for public library construction three times. When this program was enacted in 1984, $3 million was appropriated for 1984-85. For 1986-87, $2 million was appropriated. These funds have been completely expended on 392 construction projects. There is $250,500 in the 1992-93 appropriation.

Status of each project receiving State aid. The 392 completed projects have improved library services. Rehabilitated buildings, which numbered more than 75 percent of the grants, resulted in average increases of library usage exceeding 40 percent. They have made library operations more efficient generally and have provided access for persons with physical disabilities. Energy conservation projects have resulted in fuel cost reductions of 5 to 30 percent followed by corresponding percentage increases in expenditures for books and other library resources.

Status of projects for which no State aid was provided. In January of this year, New York State received an $890,000 allotment for public library construction grants under Title II of the Federal Library Services and Construction Act. These funds have been allocated to 27 projects in accordance with the federally approved LSCA Title II Annual Program Statement. The 27 projects actually needed $13.3 million, and funding of Education Law 273-a during 1992-93 can assist in meeting this need, since the State Law allows grants to eligible projects already in progress.

Anticipated State aid necessary for eligible projects. The Division of Library Development has completed a September 1992 survey of State aid needed in 1993 and beyond for public library buildings, as reported by the 23 public library systems. The total cost of such projects is estimated at approximately $236.8 million. The library directors have certified that matching funds are available for these projects in the amount of $127.9 million. The State aid needed for these projects would be $113.5 million on the basis of the allowed 50 percent program matching of eligible costs. The enclosed table "State Aid Needed for Public Library Buildings" provides details for each of the 23 systems.

Conclusion. The survey confirms the continuing need for construction funds, and the earlier appropriations have demonstrated the benefits of State assistance for construction. Section 273-a of the Education Law provides for a $800,000 appropriation in 1993-94 for public library construction. As the 1992 survey documents, the need is great and the Regents, therefore, are requesting $800,000 for library construction in the 1993-94 Executive Budget. These funds will help rebuild and strengthen this important part of the State's infrastructure.

Sincerely,

Thomas Sobol

Thomas Sobol

Attachment

cc: Hon. Edward C. Sullivan
Hon. Cynthia Jenkins ✓

STATE AID NEEDED FOR PUBLIC LIBRARY BUILDINGS IN NEW YORK STATE

as compiled from reports by Public Library Systems*

September 29, 1992

Name of System	Number of Construction Projects	Total Eligible Costs	Total Matching Funds	Total State Aid Needed (up to 50% of Eligible Costs)	Legislative Districts Assembly	Legislative Districts Senate
Brooklyn	6	$8,957,000	$4,478,500	$4,478,500	44, 45, 51	18, 23
Buffalo & Erie	7	6,690,500	3,345,250	3,345,250	141, 142, 146, 147	57, 58, 59, 60
Chautauqua-Cattaraugus	23	5,015,200	2,507,600	2,507,600	149, 150	56
Chemung-Southern Tier	22	4,773,500	0	2,386,750	126, 127, 136	52, 56
Clinton-Essex-Franklin	2	58,000	29,000	29,000	110	45
Finger Lakes	4	516,000	73,000	258,000	123, 125, 128	50, 51
Four County	4	273,000	17,000	136,500	98, 113, 121	40, 50, 51
Mid-Hudson	11	1,843,500	922,750	922,750	90, 91, 96, 97, 99, 101, 102	37, 40, 41, 43
Mid-York	10	2,668,000	1,562,000	1,334,000	111, 115, 116	47, 48
Mohawk Valley	5	1,724,145	0	862,072	107	44
Monroe County	9	45,431,875	25,465,938	19,465,937	131, 132, 133, 134	54, 55
Nassau	13	34,570,882	17,789,000	17,285,441	12, 13, 14, 16, 17, 18, 20, 22	5, 6, 7, 8, 9
New York	4	6,517,500	6,517,500	3,258,750	61, 63, 68, 73, 76, 78	27, 30, 31, 32
Nioga	8	488,820	244,410	244,410	137, 139	61
North Country	8	319,389	152,575	151,814	112, 114, 117	46, 47
Onondaga County	5	3,450,000	1,725,000	1,725,000	118, 120, 121	48, 49
Pioneer	11	5,827,000	1,494,000	2,913,500	129, 130, 136, 147	52, 53, 59
Queens Borough	7	31,045,000	15,522,500	15,522,500	24-27,30-32,34-36,38	11,12,13,14,15,16
Ramapo Catskill	13	10,430,078	5,596,038	5,215,039	92, 93, 94, 95	38, 39, 40
Southern Adirondack	5	13,062,000	6,531,000	6,531,000	108	43, 45
Suffolk	10	28,268,600	15,684,300	12,584,300	1, 2, 3, 9	1, 2, 3
Upper Hudson	4	2,856,250	237,500	1,428,125	99, 100, 102, 106	42, 43
Westchester	8	21,975,095	18,042,500	10,987,547	86, 88	34, 35
TOTALS	199	$236,761,334	$127,937,361	$113,573,785		

*Projects in six systems' needs assessments reportedly cannot meet the fifty percent matching requirement; however, it is expected that this will be met when the program is funded.

PROGRESS REPORT ON THE STATE LIBRARY VISITING COMMITTEE

October 25, 1991

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12230

DEPUTY COMMISSIONER FOR CULTURAL EDUCATION

October 25, 1991

ITEM FOR DISCUSSION

TO: The Honorable the Members of the Board of Regents
Committee on Cultural Education

SUBJECT: Progress Report on the State Library Visiting Committee

Attached is a summary of a progress report on the actions resulting from the State Library Visiting Committee to be presented at the November 14 meeting of the Regents Committee on Cultural Education.

Respectfully submitted,

Carole Huxley

Carole F. Huxley

Attachment

Approved: Thomas Sobol
Commissioner of Education

10/29/91
Date

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NEW YORK STATE LIBRARY

REPORT ON ACTIONS BASED ON FINDINGS AND RECOMMENDATIONS OF THE NEW YORK STATE LIBRARY VISITING COMMITTEE

The New York State Library Visiting Committee issued its Report and Recommendations in February 1991. Since then, State Library staff have taken the following actions on the recommendations:

(1) Library and Information Services for New York in a Global Economy

Mr. Yavarkovsky and staff held separate meetings with representatives of the Small Business Division of the Department of Economic Development (DED), the International Trade Division of DED, the Department of Agriculture and Markets, and with the Chief Economist, Assembly Ways and Means Committee to discuss opportunities for the State Library to support their work in promoting foreign trade. The State Library made presentations of its printed resources and demonstrated its new electronic databases in international trade. Although electronic tools are costly, their power and flexibility justify these new acquisitions made possible only by the cancellation of other subscriptions.

The State Library's program to provide standards and specifications to small business through DED is continuing, with $20.1 million in contracts awarded to participating companies in the first year of operation.

Library staff have prepared a bibliography of U.S. Commerce Department publications held by the State Library. The bibliography is being expanded to include materials from other Federal agencies responsible for international trade, such as the Departments of Agriculture, Treasury and Labor.

Staff conducted a workshop for six SUNYA MBA candidates specializing in international trade and working as interns at the Department of Economic Development. This orientation introduced them to the Library's print and electronic holdings germane to their work.

Library staff will participate in business seminars organized by the Department of Economic Development, to inform attendees of State Library resources. Outreach of this type, although extremely desirable, places remaining staff under additional direct service pressures and must, therefore, be done only on a limited, targeted basis.

(2) The Library and other State Priorities

The State Library will further the interests of several State agencies which are addressing the needs of the business community to provide employer-supported child care. Discussions with staff of the Department of Economic Development, Department of Social Services, and State Education Department revealed initiatives in these departments, coordinated by the Working Family Institute of DED. The State Library will play a key role in providing information resources and distributing and publicizing materials issued by the Working Family Institute to help companies establish child care facilities. Staff of the Library have also prepared a bibliography titled "Employer Supported Child Care: A Bibliography."

In collaboration with the State Data Center of the Department of Economic Development, the State Library will house Census computer tapes and circulate them to State agencies.

The Library has broadened access to its online catalog for State agencies by making the catalog available through the State's voice and data network, CAPNET. In addition, the Library gave fourteen surplus microfiche readers to Department of Corrections law libraries to facilitate interlibrary loan for inmates.

(3) State Information Policy

Staff of the State Library are working with the State Archives and Records Administration and through the New York State Forum for Information Resource Management to address issues intrinsic to statewide information policy. The Library is represented on the Executive Committee of the Forum and leads the Forum Special Interest Group on the Dissemination of Public Data. A joint SARA/Library presentation to the Regents Committee on Cultural Education discussed access to government information based on the principles of the National Commission on Libraries and Information Science. Library staff are also active in the Office of Cultural Education efforts to legislate the use of permanent alkaline paper for government records and publications of enduring value.

(4) Relationships with Federal Agencies

After successful pilot operations, the State Library is now subscribing to the Library of Congress Information System online. In addition, fourteen CD-ROM databases of Federal information are provided at the Electronic Reference Station. Several others are available on request at the Reference Desk. Staffing support required by the popularity and utility of the CD-ROM databases has been possible only through use of volunteers and library science student interns.

The State Library organized a regional conference of Federal depository librarians September 19-20, 1991, featuring Wayne Kelley, U.S. Superintendent of Documents, as the keynote speaker.

(5) Technology and Networking for Making Information Resources Available

The State Library has provided leadership to the State Education Department in joining NYSERNet, the New York State component of the emerging national research and education network. This is the first step toward providing networked access to the State Library for catalog searching and interlibrary loan. We hope this initiative will compensate for the elimination of the access to special subject collections resulting from drastic fiscal reductions in support for interlibrary loan.

A joint committee of the State Library, State Archives and SED Division of EDP is evaluating turnkey bibliographic systems to identify a possible replacement for the current online catalog. The Division of EDP is also investigating advanced software systems that would permit accelerated in-house development of a new online catalog. The replacement of the current catalog system will be accomplished only through special legislative or executive funding or through a partnership of State and private funds.

PUBLIC LIBRARY OUTREACH SERVICES

by

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Speech presented at the International Conference on
New Frontiers in Library and Information Services
May 8-12, 1991
National Central Library
Taipei, Taiwan
Republic of China

PUBLIC LIBRARY OUTREACH SERVICES

By Joseph F. Shubert
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*A single parent mother in Buffalo, NY, finds library books for her small children and gets practical information on preparing for a better job from "The Lookie Bookie" (a library van with bookshelves that visit neighborhoods in the city). Although she lives less than a mile from one of the 50 largest public libraries in the United States, she does not go to the main library because she and her children rarely leave the neighborhood in which she lives.

*A 24 year old man, convicted of assault and theft, imprisoned in a State correctional facility some 200 miles from his family in New York City, is studying for a General Education (equivalency) Diploma and uses books from the public library. For pleasure reading, he is likely to need easy-to-read books in Spanish because he dropped out of school before learning to read well.

*Three women, each widowed, over 70 years old, living alone, and on a fixed income, find renewed interest in life when they join a senior citizens group at the public library. They find books and magazines they enjoy, make new friends and participate in group activities -- enjoying different lives

*Teenage mothers in a small town in the hills meet weekly with a young adult librarian who arranges for them to talk with adults who can help them sort our their responsibilities as mothers and as students --encouraging them to stay in school. They learn how to improve their reading, use information, and practice social and learning skills they will need as adult workers and homemakers.

These people are using libraries because their public library has reached out to them. If the library staff (often with the help of volunteers) had not done so, they probably would not be aware of how the library could serve them. Most people who use public libraries in the United States have become library users without library outreach. But for a significant portion of the population, library outreach is an important means of helping people use government services, advance in their lives, and become more productive and happier citizens.

Demographic and library user studies conducted by professional public opinion research organizations provide a profile of the "typical" adult is who a heavy user of the public library. The "Life Style Profile of the Library User" cited in the American Library

Association publication, America's Public Libraries, New Views, describes frequent library visitors, compared to non-visitors, as tending to be younger, female parents with children aged 6-17, college educated, employed and earning a good income.[1] The study also found that library visitors, compared to non-visitors, tend to be confident, optimistic and involved in their communities.

There are nearly 9,000 public libraries and 6,500 branch libraries in the United States. They loan some 1.3 billion books and materials a year, an average of 5.6 per person. These libraries range in size from the huge metropolitan systems in New York City, Chicago, Los Angeles, Dallas and other major cities to community libraries in villages of fewer than 500 people. These libraries are largely locally supported and autonomous, and are not supervised or regulated by State governments in the same ways that schools and many other local government services are regulated.

Together, however, these 15,500 libraries and their 1,100 bookmobiles and reading centers constitute a remarkable constellation of educational and recreational institutions that serve almost every community in the nation. According to the U.S. Department of Education, 96 percent of the country's population has access to some measure of public library service.

Polls sponsored by the American Library Association at times over the last two decades indicate that about half of the adults in the nation use the public library at least once during the course of a year. What about those who do not use the library? Most are within reach of a public library. What responsibility do libraries undertake to make themselves useful to people who are not using the library? What is government policy on encouraging such use? How is library outreach conducted? What are its results? What makes "it work?" How is it changing?

This paper will examine some of the ways in which libraries in the United States are reaching out. Many examples will be from New York State, and the paper will describe in some detail a New York state-aided program for coordinated outreach but these kinds of service are available in many communities in the United States. Finally, the paper will suggest some ways in which library outreach services are changing.

Responsibility Libraries Undertake

Harrod's Librarians' Glossary defines outreach as "the process whereby a library service discovers the true nature of the community it serves and becomes fully involved in supporting community activities, whether or not centered on library premises."[2] Some American librarians would provide a somewhat different definition, perhaps focusing on individuals or groups of individuals, rather than "community activities," but this statement provides a good basis for this discussion. Although the term "outreach" did not come into general use in American library literature until the 1960s,[3] the service is well rooted in generations of library history. "Bookwagons" drawn by horses in city neighborhoods preceded the bookmobiles of the 1930s. In cities, branch libraries in immigrant neighborhoods developed programs, classes, and other special helps for people learning the English language and how to live in their new country. Library directors in recent years have designed and provided outreach programs for both professional and practical reasons. Like their predecessors, they want to reach and serve more people who could benefit from using the library.

Outreach programs have grown out of both formal and informal assessments of how well and completely a public library is serving its community. Community study programs of the 1950s, advocated by the American Library Association, helped library directors, staff and boards identify neighborhoods and groups whose library use was not proportional to the total population of the community. Studies in the 1960s showed that significant numbers of people were "invisible" to library managers and policy makers. Impetus for change, including outreach, came both from such able library directors as Harold Tucker, Director of the Queens Borough Library in New York City, Clara Jones of the Detroit Public Library and Walter Curley of the Cleveland Public Library. It also came from the American Library Association members who organized the Social Responsibilities Round Table and it was assisted by funds available under the federal Library Services and Construction Act and the Higher Education Act.

In addition to professional concerns for serving the total community, practical and political reasons have been, and continue to be, increasingly important. Public officials who provide appropriations and policy support for public libraries may expect the library to serve broader constituencies, particularly people they represent. The 1990 enactment of the "Americans with Disabilities Act" by Congress, for instance, requires libraries to be accessible to persons with disabilities. As communities change, people from minority groups assume more influential and important political offices. They can exert pressure upon the library. As directors and library boards anticipate such expectations, their interest in library outreach increases.

Government Policy on Library Outreach

Library policy in most American communities is made by library boards appointed by public officials or elected by voters. Where library boards are not common, as is the case in some states, policy is made by public officials and legislative bodies. Because 81 percent of the funds supporting local public library service is from local sources because and local libraries are generally autonomous, decisions on library outreach are local decisions.

Title I of the Federal Library Services and Construction Act (LSCA), which provides some US$83 million annually in aid to public library service identifies several types of outreach purposes. These include service to disadvantaged persons, persons with physical or visual disabilities, adults who are illiterate, minorities, people with limited ability to speak English, elderly people, and "populations that would otherwise be unable to use regular library facilities."[4]

No library is required to accept LSCA funds, but the availability of the funds represents both a policy direction and a powerful incentive for libraries to develop outreach services. The LSCA funds are allocated among the states upon a formula established by the Congress and are administered by the State library agencies. Most of the funds are expended in grants that the state library agency makes to libraries for local or regional services. These grants have supported many kinds of outreach services: bookmobiles, books-by-mail for isolated people, radio reading services for blind people, imaginative services for children and adults designed to meet the needs of particular neighborhoods or groups of people. The Higher Education Act over the years has supported workshops, training programs and demonstrations of library outreach.

State aid for public libraries, which accounts for some eight percent of public library support has less influence on library outreach than does the federal aid. Most state aid for libraries is designed to raise the general level of service and, except for the New York State library aid program, does not directly tie aid payments to outreach services. State aid per capita to public libraries varies from a few cents to more than four dollars US. Not all states have library aid programs, and in 1989 only nine of the states had per capita state aid of US$1.50 or more.

The New York State program has provided US$2.7 million annually for outreach services over the last four years. The Legislature enacted the program in 1981 as part of a comprehensive library aid program proposed by the New York State Board of Regents. The law provides that the aid be paid on the basis of a base grant plus and additional cents per capita (of the general population served by the library) to each of the 23 public library systems.[5] The Legislature has identified eight groups of people to be served by outreach services assisted by the state funds. The groups are people who: (1) are educationally disadvantaged, (2) are members of ethnic or minority groups in need of special library services (3) are unemployed and in need of job placement assistance, (4) living in areas undeserved by a library, (5) are blind, (6) have some physical disability, (7) are aged, or (8) confined in institutions (such as correctional facilities or nursing homes). The law defines coordinated outreach services as "a planned and integrated program of library services designed to identify, contact, and serve people" in these eight groups.

The law requires an advisory council and a plan of service to be approved by the Commissioner of Education. The council is to be of from five to seven members, each serving a term of three years, drawn from the groups to be served, representatives of agencies, and a director of a member library.[6] The law provides that the council "shall meet at least twice each year, shall advise the public library system and assist in the evaluation of activities in the coordinated outreach program." The system must also employ at least one full time librarian with expertise in outreach services to administer the program. The aid to each system is now US$42,000 (designed to assure that even the smallest public library system has a full time librarian on its staff with primary responsibilities for outreach) and 10 cents per capita (to provide additional resources proportional to need, a rough measure of varied need among systems). The aid is scheduled to increase modestly over the next three years.

The words "coordinated" and "integrated" are significant because of state policy on library service. Most state aid for libraries is appropriated for systems of libraries rather than for payments to individual libraries. The State-aided public library systems enable their member libraries to provide improved services. All but two of New York State's 739 public libraries belong to public library systems. Last year the Legislature appropriated US$59 million for the systems. Most of the 23 public library systems are "cooperative systems," in which there may be as many as 65 local public libraries. Since in most instances, a cooperative system serves its member libraries, rather than the general public, the outreach program is coordinated inasmuch as most outreach services are provided at the local library level. The program is integrated since outreach services are expected to be part of the on-going service program of the system and its member libraries.

Literacy as an Example of Library Outreach

Illiteracy is a national problem in the United States, present in every state and in both rural and urban communities. Library outreach to help people learn and improve their reading skills is receiving considerable attention because of the 1991 White House Conference on Library and Information Services. Because of these facts, this paper examines outreach and services for literacy as examples of outreach programs.

The LSCA Title I (Library Services) program in every state addresses illiteracy and, in addition to the state-based Title I program, the U.S. Department of Education administers LSCA Title VI program (Literacy Services) and makes grants directly to local libraries. In 1990 the "Public Library Statistics Program" of the Public Library Association collected data on the several ways in which large public libraries offer literacy service.[7] These were:

- Provide literacy print materials for adults new readers, English-as-a-second language learners, or tutors;
- Provide microcomputer(s) and microcomputer software to teach basic literacy skills;
- Develop and produce original literacy materials such as books, microcomputer software or audio cassettes;

- Recruit and train literacy volunteer tutors for a library-based instructional program;

- Recruit and train adult students for a library-based literacy tutoring program;

- Have space that is regularly used for literacy tutoring and adult basic education classes, or tutor training programs;

- Maintain information about literacy providers in the area in order to refer requests for literacy service or information;

- Provide library tours or orientation for literacy students, tutors or instructors;

- Participate as an active member of a literacy coalition; and

- Publicize the problems of illiteracy through public hearings, information programs, library displays, etc.

More than 300 of the 355 responding libraries serving a population of 100,000 or more people reported providing materials for learners or tutors, maintaining information about literacy providers, and providing space for tutoring. Also, well over half of the responding libraries indicated they provided tours or orientation for learners or tutors/instructors, participated as active members of a literacy coalition, and publicized the problems of illiteracy. The instances were as follows:

- Provide literacy print materials for adults new readers, English-as-a-second language learners, or tutors - 326.
- Maintain information about literacy providers in the area in order to refer requests for literacy service or information - 312.
- Have space that is regularly used for literacy tutoring and adult basic education classes, or tutor training programs - 302.

- Provide library tours or orientation for literacy students, tutors or instructors - 279.
- Participate as an active member of a literacy coalition - 277.
- Publicize the problems of illiteracy through public hearings, information programs, library displays, etc. - 243.

- Recruit and train adult students for a library-based literacy tutoring program - 137.

- Provide microcomputer(s) and microcomputer software to teach basic literacy skills - 128.
- Recruit and train literacy volunteer tutors for a library-based instructional program - 125.
- Develop and produce original literacy materials such as books, microcomputer software or audio cassettes - 33.

The 167 responding libraries that serve populations between 10,000 and 99,000 showed a similar profile of services (the Public Library Data Program is a voluntary sharing of library statistical data contributed mostly by large public libraries, but some smaller libraries elect to participate):

- Provide literacy print materials for adults new readers, English-as-a-second language learners, or tutors - 154.
- Have space that is regularly used for literacy tutoring and adult basic education classes, or tutor training programs - 148.
- Maintain information about literacy providers in the area in order to refer requests for literacy service or information - 146.

- Provide library tours or orientation for literacy students, tutors or instructors - 108.
- Participate as an active member of a literacy coalition - 106.
- Publicize the problems of illiteracy through public hearings, information programs, library displays, etc. - 103.

- Recruit and train literacy volunteer tutors for a library-based instructional program - 68.
- Recruit and train adult students for a library-based literacy tutoring program - 65.
- Provide microcomputer(s) and microcomputer software to teach basic literacy skills - 55.
- Develop and produce original literacy materials such as books, microcomputer software or audio cassettes - 9.

The two patterns are probably representative of more than literacy outreach efforts. Two of the three services that predominate are closest to the library's traditional mission of providing materials and information, and the third involves providing service to another agency whose program objectives coincide with those of the library.

Libraries, large and small, find that outreach service usually must address more than a single need. Adults learners in a literacy program, for instance, may also need job information services or other practical information for living and working. Often students in library-based literacy and writing classes focus on such specific goals as getting a driver's licence or passing an examination for bus driver or paraprofessional homecare worker. The Queens Library workshops for immigrants who are learning to live in a new country focus on such practical matters as how to shop, deal with a landlord, get a job, or start a business. The workshops also help newcomers learn about taxes, legal procedures and American society.

Some outreach programs are strengthened by making them inter-generational. Often illiterate adults want to learn to read because they want to help their children learn. Library systems in New York State have helped many member libraries organize "family literacy" services to meet this need.

What are the Results of Library Outreach?

- People who use library services for the first time as a result of outreach are added to be "roster of library users." If they find their experience as users productive and satisfying, they continue to use the service and may use other library services as do other users of the library. As an example, a group of new adult learners recently was scheduled to meet at the Riverhead (NY) Library for a writing workshop; their meeting time coincided with that of a regular library program featuring a published poet; the literacy students attended and found they were "just a part of the group." Because libraries do not attempt to "track" the ways in which individual users continue to use services (unlike schools or formal adult education programs which may follow up on further study, job placement, or other activities of their students), it is difficult to document long term results of library outreach except in vignettes or anecdotal evidence. One of the most common examples of anecdotal evidence is in way in which people who have benefited from library outreach services become articulate advocates of library service. They usually urge the library to obtain wide publicity on outreach services and recommend additional outreach efforts. In a hearing on "Library and Information Service for Literacy" conducted by the New York State Governor's Conference on Libraries in July 1990, literacy students urged librarians and public officials to expand literacy programs and to publicize them more widely. They made such statements as:

> "My dreams are a reality and this class at the library can help
> to people like me who need help."
>
> "I am proud of my accomplishments."
>
> "I'm not scared to do anything anymore."

Political leaders who have been influenced by such advocates, or who themselves have experienced the value of library service, see library services in relation to their own goals for improving opportunities for the people they represent in government. Fernando

Ferrer, the President of the Bronx Borough (which includes 1.2 million residents of New York City) said it this way in November 1990:

> Some people may ask why our literacy efforts should be centered at our libraries. There are three answers to this question. First, and most obvious, is that libraries have the necessary books, periodicals and video equipment from which people can learn how to read. Moreover, branch libraries are convenient; those which to learn how to read do not have to travel far to do so. Second, branch libraries are community-based. Therefore, each library can tailor its literacy efforts to the needs of neighborhood residents. Library resources and activities should reflect the diverse economic, social, cultural and ethnic flavor of the communities they serve. Third, our library system is financed primarily through tax dollars, and should therefore be open an accessible to any one who lives, works or attends school in the area i,n which the library is located -- another basic tenet of a democratic society."[4]

For most professionals, the satisfaction of having served people who need library services and were hitherto unaware of them is the greatest reward of outreach services. They take particular pride in the accomplishments of people, young and old, who have used outreach services and found them useful in achieving success in what they have undertaken (whether such undertakings are getting a job, securing a government service from a rigid and unwelcoming bureaucracy, giving a speech, making home repairs, etc.). Some testimonials are action rather than speech: Recently, as a long line of would-be students formed early in the morning at a branch of The New York Public Library where people were to register for English-as-a-second language classes, a young couple at the head of the line asked if they could register quickly -- they were being married that afternoon. About a 180 miles away, in a city of 22,000, another couple considered the Amsterdam Public Library so important to them that they asked to be married in front of the fireplace in the main reading room of the library! Librarians who believe that "information is power" find that outreach services are the means by which the library empowers people who may be most in need of advancement. Today's outreach services are means by libraries carry out a proud tradition. Richard C. Wade, distinguished urban historian and Chair of the Governor's Commission on Libraries, has written:

> For more than a century, librarians have helped prepare successive generations, especially those from abroad, for entrance into America's main stream. They have been uniquely, with the schools, the staging grounds for upward mobility. Here the language was learned, the culture absorbed, the "high tech" of each age made available. And made available to all. People come from all parts of the globe -- an

> extravagantly rich mixture of races, religions and languages and they find in libraries a window on their new world and the tools to function in it.
>
> ...The last quarter century has witnessed a stream of immigration that approximates the numbers of nearly a century ago. These newcomers come from lands with different cultures, different languages and different skills. For the children, schools are their first exposure to American life and values; for adults libraries are the only entry into their new culture. The wide and free use of libraries eased the transition of successive waves of European immigrants into America's mainstream. They continue to perform this essential task.
>
> New York's libraries are, however, more than just homes for the newcomer. For generations they have been places where the elderly, seeking to enrich their autumn years, can safely go; they are havens for children -- rich and poor alike -- who seek help for school assignments or whom imagination reaches beyond the formal curriculum; they are information sets for people in all walks of life who need to know more for self improvement or idle curiosity, and they contains the wide range of ideas that the educated citizen can consult in making judgements on the central issues of the day. In short, libraries are not merely amenities, they are an integral part of this nation's culture.[9]

What Makes Library Outreach Work?

The New York experience has shown that outreach programs work when the following conditions are present:

- Policy makers and library administrators have established a priority for outreach services, because they understand what is happening in their communities and want to see library services meet changing needs.
- The outreach program has attracted committed and skilled staff and is using that staff effectively.
- The outreach services are developed as an integral part of system and local services.
- Client groups are involved in planning, monitoring and evaluating the service.

- A reasonable amount of money is available to them. Public library system directors point out that outreach and general library services are intricately related and that the state aid does not represent the total commitment to outreach services.

- The library cooperates with other government and community organizations. Literacy services, for instance, are often coordinated with programs of schools and literacy volunteer organizations. (In New York State, the State Education Department, which funds many school and community based literacy instruction programs, expects the teaching agencies to arrange for students to visit the public library and obtain library cards.)

- Outreach techniques and sites are well chosen. The number of location of sites varies, depending upon the nature of the program, access by potential clients and resources available. A rural system in New York State operates literacy programs at six sites because of the dispersed population; volunteer effort in that program is estimated as valued at $1.2 million annually.

- Library administrators and staff understand that outreach services are not neatly segmented. People using outreach services usually need more than one kind of library or information service.

The Future: How is Library Outreach Changing and What is Ahead?

The Harrod's Glossary definition speaks of the "true nature of the community." As our communities change, (and Richard Wade has suggested only a few of the ways in which they are changing) our approach to outreach will change. I believe the library's overall needs assessment and planning will more and more be concerned with a changed community and the library's relationship with that community. Serving a community which is markedly changed demographically may require that outreach be added to the library's mission statement. In the words of Eliot Shelkrot, Librarian of the Free Library of Philadelphia, "We don't just open up the door of the library, we go to where the people are."[10] Outreach will be organized as a part of regular services, but with special connections for individualized marketing of services. Staffing outreach services will need to be addressed in the context of skills, attitudes, and capacity to meet people's needs. Some of the most effective library outreach workers have a greater commitment to the clientele they serve than they have to the library. Some of the most effective outreach workers are without the library degree and they may not identify with the overall program of the library in the same ways that other members of the library staff do. Such workers, who work best in informal settings, may find constraining the rules and procedures that are accepted as important in other parts of the library organization. Outreach workers, whether concerned with different needs or with people's needs in different settings, want different approaches, different rules.

One of the perennial questions on outreach relates to objective: Is library outreach to bring people in to the library, or serve people where they are? Outreach programs may take either course, and technology and lifestyles may lead us more to serving people where they are. Just as affluent people with microcomputers and modems can access sophisticated electronic services from their home or office workstation, the poor should be able to access library services from a neighborhood community center, kiosk, subway station, or shopping center. For some purposes both the affluent, experienced library user and the poor, new user may need to visit the library -- where a mass of material or consultation of with expert librarians is what is needed. For many libraries, however, this means reappraisal of library hours. Cynthia Jenkins, Chair of the Assembly Subcommittee on Libraries, speaking of the ways in which public libraries need to serve children and their parents or caregivers, says:

> Remember that many parents have little time because they are working as well as raising children. A lot of the kids can't come to the library because of the hours. By the time the parents pick the kids up, the library's are closed. The library closes at 5 o'clock or 5:30. That's too early in the city. Weekday and daytime hours no longer fit the lifestyle of many families. Our hours are wrong. Those 9 to 5 hours were all right when women didn't work.
>
> Even if the libraries have to close two other days of the week, they should be open on Saturday and Sunday. The library can really help both the parent and the child if it is open on the weekend when the parent is not working and not so rushed. If the library has to choose only one weekend day, then use Sundays. Saturday is a shopping day, a cleaning day, and all that. On Sunday people can relax a little, and get to the library.[11]

Technology should change many aspects of outreach work because it makes services building-independent. It can make library services more immediately available to people who may not find it easy to visit the library. Twentieth century telecommunications technology raises for library policy makers the question of how fully they have used 19th century telephone technology to extend library services, particularly in rural areas. For persons with disabilities, technology will make it possible to use libraries in much the same way as other people use them. For all of us, technology is making information more accessible and available in ways more closely tailored to our needs of the moment.

Technology is making it possible for more people -- children and adults regardless of disability or disadvantage -- to enter the main stream of society. Libraries have an opportunity and an obligation to assess their resources, services and facilities for such access.

The final dimension of changing outreach services is the need to tie in with other government and volunteer agency services. American Library Association leaders in a September 1989 statement on the roles of the federal government in library services advocated that "Congress direct federal agencies to use the nationwide network of public libraries as well as the depository library system to disseminate information people need to address and solve critical national problems." In a parallel recommendation they asked Congress to "allocate to public libraries a percentage of the funds appropriated to address such pressing national concerns as drug abuse, literacy, youth at risk, and an aging population."[12]

The most difficult challenges that lie ahead may be in dealing with the high per capita cost of providing outreach services, finding ways to keep the best outreach staff and engage all staff members as in the teamwork required to accomplishing outreach mission, developing better ways of quantifying and reporting the results of outreach services, and making creative use of the technology that is changing our lives and the lives of our clients. We face such challenges because outreach is worth the effort. In the words of Carol Sheffer, Library Development Specialist at the New York State Library and program officer for the Coordinated Outreach Program:

> Homeless children and new immigrants in New York City are learning that their libraries care about them. Older adults in the Adirondacks are less isolated because large print books are available to them. Bookmobiles reach families in the Southern Tier. New York's libraries are making a difference.[13]

References

[1] America's Libraries, New Views. Chicago: American Library Association Public Information Office, 1988. p. 9.

[2] Harrod's Librarians's Glossary of Terms Used in Librarianship, Documentation and the Book Crafts and Reference Book, compiled by R. Prytherch. 6th edition. Gower Publishing Co. Ltd., 1987.

[3] The term appeared as a "see reference" in Library Literature for the first time in 1971.

[4] The Federal Library and Services and Construction Act (20 U.S. Code 351 et. seq.) has six "titles" (or parts) currently funded: Titles I (Library Services) US$83.9 million; II (Public Library Construction) US$19.2 million; III (Interlibrary Cooperation and Resource Sharing) US$19.9 million, IV (Indian Library Services) 2 percent of Title I, II and III; V (Foreign Language Materials) 4US$.9 million; and VI (Literacy Services) US$8.2 million. There is no appropriation as yet for other titles enacted in 1990.

[5] New York State Education Law. Chapter 273, Section 1, subdivision h.

[6] An interesting profile of an advisory council appears on pages 160-161 of Portraits of Library Service to People with Disabilities, by Eunice Lovejoy. Boston:G. K. Hall, 1990. 270p.

[7] Public Library Data Service, Statistical Report '90, prepared by the Public Library Association, a Division of the American Library Association. Chicago, Public Library Association/American Library Association, 1991.

[8] "Clarifying and Defining Library Services," an address by Fernando Ferrer at the New York State Governor's Conference on Library and Information Services, November 28, 1990, Fernando Ferrer.

[9] "Steps into the 1990s" by Richard C. Wade, in The Bookmark, Spring 1990, v. 48, n. 3. The Albany: New York State Library. p.158.

[10] Interview, April 14, 1991.

[11] "Powerful Partners--Discovery and Democracy", an interview with Cynthia Jenkins and Anne E. Simon in The Bookmark, v.49, n.1, Fall 1990. p.7.

[12] Public Library Services for a Diverse People: The Roles of the Federal Government, a Position Paper. (developed at a meeting in Chicago, September 21-24, 1989) Chicago: American Library Association, 1990.

[13] Coordinated Outreach Services, 1989 Narrative Reports. Albany: New York State Library Division of Library Development, July 1990. p.1.

OUTREACH.58

LIBRARIES IN THE SERVICE OF A FREE SOCIETY

REPORT OF THE NEW YORK STATE GOVERNOR'S COMMISSION ON LIBRARIES

Richard C. Wade, Chairman
Governor's Commission on Libraries

December 1991

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NEW YORK STATE GOVERNOR'S COMMISSION ON LIBRARIES

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December 1991

Dear Governor Cuomo:

I enclose the final report of the Governor's Commission on Libraries dealing with the present state and the future direction of our library and information services. It represents nearly two years of effort, including many Commission meetings, the Governor's Conference, the White House Conference and extensive research by a dedicated and professional staff. We believe that the recommendations in this report will sustain New York's historic leadership among the Country's libraries and provide creative suggestions to meet the problems and opportunities occasioned by the electronic and demographic revolutions of this generation.

We also, however, want to convey to you the urgency of the present situation. While you have been sturdy in your support of the State's "five, ten, fifteen million" library contribution, the central fact in New York, as elsewhere in the country, has been the deepening crisis in our library enterprise. Many libraries have had to reduce hours, close whole days, and occasionally shut down altogether. As a result, accessions have been broken, purchases curtailed, maintenance deferred and future planning made quixotic. Nor will these conditions soon change.

This report addresses both the immediate and long-term needs. Some recommendations will require executive initiatives; others will need legislative action. But the success of all rests on an enhanced awareness of the public and its elected officials that what is in jeopardy are not near amenities but essential parts of our free society. Tackling the task ahead will require leadership at every level, the Governor's office, legislative halls and the entire library community. The Commission believes that its report is only a beginning in a broad public campaign to sustain and enhance this matchless heritage of which we are but temporary custodians. The members of the Commission are grateful to you for this opportunity to serve. I am sure they will be anxious to enlist again in an effort to implement these recommendations.

Sincerely,

Richard C. Wade

Richard C. Wade, Chairman

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The traditional function of libraries, like schools, has been profoundly democratic: that a free society assumes a literate and informed citizenry; that no one, for any reason, should be denied access to the cultural resources of this or any other country; that the records of Federal, state, and local governments are and ought to be available to the public; that every issue, no matter how controversial, deserves a fair reading; that the right to learn and improve is an essential part of what it means to be an American.

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New York Libraries: Present Conditions and Problems

For more than a century New York's libraries and library systems have been the nation's flagship. Since Melvil Dewey led the library movement here at the turn of the century, New York institutions have been models for the nation. The first library schools, the first state library association, formed in 1890, and the first state library for the blind were created in New York. We also pioneered in children's rooms, in language programs for immigrants, and extending library services to small and remote communities. There are few innovations in the nation's library enterprise that did not have their origins in this State.

In the decades since World War II New York has been the national leader in developing cooperative systems of libraries, outreach programs for special populations, including Native Americans, inner city neighborhoods, the disabled, and the incarcerated. At the same time this State has upgraded hospital libraries, moving them into New York's resource sharing systems. The State has also provided leadership in the preservation of deteriorating research materials and the development of computer databases, and it has instituted a network that electronically ties together libraries across the State. In short, this professional generation has greatly enhanced the enviable tradition of leadership it inherited.

The appreciation of New Yorkers of this success is reflected in their participation. Over eleven million will visit one or more public libraries this year, and they will borrow more than 108 million books, videos, tapes, and other materials. More than two and a half million children will use both school and public libraries. Moreover, the borrowing rate per capita in the State is among the nation's highest, and New York leads the country in interlibrary loans, accounting for one out of every five requests. Benjamin Franklin once observed, "The used key is always bright." New York's libraries still shine.

Though our libraries may be public, the system was built and has grown through a combination of public and private efforts. Andrew Carnegie's name, for example, still graces dozens of libraries around the State. Endowments and gifts created such matchless collections as The New York Public Library. Private, and recently public, universities have built collections of international importance. And numberless specialized libraries in institutions, corporations, museums, and historical societies make New York one of the richest repositories of scholarly materials in the world. This mixture of private and public support, while not unique to New York, has been essential to the success of our library enterprise.

While New York built an extensive statewide library system, it also carried out its own social mission. For more than a century, it helped prepare successive generations, especially those from abroad, for entrance into American society. Together with the schools, libraries have been a staging ground for upward mobility. Here the language was learned, the culture absorbed, the "high tech" of each age made available — to all. People came from all parts of the globe — an extravagantly rich mixture of races, religions, and languages — and they found in libraries a window on their new world and the tools to function in it.

Despite this singular history, there are serious problems facing libraries now and in the next decade. Approximately one-third of the main libraries (public) across the State have stairs or heavy doors that render them inaccessible to people who are frail or are in wheelchairs or otherwise disabled. We estimate that it would cost at least $800,000 to make those libraries accessible. Since 1990, New York has designated a portion of its Library Services and Construction Act allotment to projects that provide access for disabled persons; for the whole State it would probably cost about $300 million to provide adequate public library facilities, including accessibility for the disabled, the purchase of computers and software, maintaining staff levels, and expanding hours of operation. The magnitude of the task, however,

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ought not deter us from taking the initial steps required now.

The New York State Governor's Commission on Libraries held six hearings around the State in 1990; it solicited testimony from experts, it sponsored 11 "Super Tuesday" regional conferences involving more than 2,000 people, it conducted a statewide conference, which offered dozens of workshops; it participated in the White House Conference, which examined library problems in a national context; and it assembled a working committee of professional librarians for consultation and assistance. As a result of these activities, it is possible to identify both specific problems and general areas for new initiatives to meet an ever changing social environment. Throughout, the Commission has been continuously and painfully aware that the challenge of funding of this special enterprise has become a paramount and permanent concern.

In this generation, two revolutionary factors have been added to the traditional mission of our libraries. The first is the explosion of information with the enhanced electronic capacity to develop, retain, and disseminate data in ways undreamed of until recent years. Libraries, the traditional repositories of this material, now are confronted with new responsibilities for which there are no reliable guidelines. The electronic revolution has so contracted time and space that old practices and routines are, in some instances, irrelevant. Discs replace books, card catalogues yield to computers, and visual materials are as easily accessed as the printed word. Elaborate electronic networks, interconnected databases, and fax machines magnify the speed of information exchange. Nor is there any reason to believe the pace of change will do anything but accelerate.

Despite the rapid adaptation of New York's libraries to the electronic revolution, many still lack the technology to provide full service. Most users can find what they need on the shelves or in available files. Yet, increasingly, it is important for libraries to get information outside their own walls. Traditionally, interlibrary loans have provided this, but today's users have come to expect faster and fuller service. Often, if the request is modest, it can be transmitted in a few pages rather than sending a book. But to share in the available resources, a library must have copying equipment, a telephone, a fax, a microcomputer, and a modem. However, only three out of four public libraries have microcomputers and most lack the modems necessary for communication. Only a quarter of school libraries have telephone lines that permit entrance into the wider network.

There is a mismatch between the kinds of material the library provides and what the public demands. The American Library Association's 1990 survey revealed that 13 state and community issues, such as drugs, crime, AIDS, and health care concerned the public, and it was expected that libraries should address these concerns. While most libraries are sensitive to most new issues, others are not. Indeed, testimony before this Commission indicates that users often feel less welcome than before, that material they need is not readily available and that government information about contentious questions and voter registration is not easily at hand.

The second revolutionary transformation is the massive demographic change, which has profoundly altered the profile of the American population. Newcomers from the Caribbean, South America, and Asia, joined by a small but important contingent of immigrants from Eastern Europe, have entered the United States in numbers comparable to the immigration of the early Twentieth Century. There is no reason to believe the volume will soon wane. These people bring with them new energies and abilities, but they also bring all the needs that our earlier experience with immigrants has prepared us to expect. In addition, this generation of newcomers has brought an extravagant variety of languages, religions, and cultures. Together with schools, our public libraries have always been the facilitator of accommodation, acculturation, and democracy. This responsibility has never been more important and urgent, nor as difficult.

Adult Illiteracy

New York State and the nation are witnessing an alarming growth of adult illiteracy. Probably the number here is a million and a half, though two million is equally likely. The origins of the problem are obvious. School systems with high dropout rates and poor reading levels produce adults with inadequate literacy skills, making it difficult, if not impossible, for them to hold jobs or even function at all in a modern information society. Recent legislation has stimulated new immigration from non-English speaking parts of the world, including adults without an understanding of our language and often illiterate in their own as well. Furthermore, the growth of an audiovisual culture puts a premium on film and television, tapes and compact discs, and computer games over the printed word. These developments have resulted in a staggering increase in adult illiteracy, with all its unhappy economic and social consequences.

The simplest and most obvious place to begin to assure the central place of libraries in American society is to make them a lead agency in the campaign against adult illiteracy, the public issue that promises to be the most important in the next decade. Most libraries have the space, the materials, the professional personnel, and the historical commitment to universal literacy that is needed if we are to make a serious program work for the nation's more than 25 million functional illiterates. It is surely the most cost-effective social program available to government in addressing this ultimately solvable crisis.

The cost of teaching an adult to read and write is far less than the cost of supporting someone on welfare or keeping one in jail. To support a literacy program with millions will save billions, even in the short run. There is no reason to expect the Federal government to recognize the magnitude of this problem, much less seize this opportunity today, but New York is historically situated to begin on its own with a vigorous program. A modest investment now in a statewide effort to reduce illiteracy will bring immediate benefits in lower expenditures for welfare payments, unemployment insurance, and new jails. It will also keep open the libraries, attract young people to a clearly useful career, and enhance the status of this most American of institutions.

Adult illiteracy is both this country's concealed shame and its Achilles heel. Its extent is either underestimated or, more often, overlooked. Yet the consequences are everywhere evident. One in five adult Americans cannot read or write and cannot function in a modern, information-based society; hence, they are excluded from the information age. They cannot read a want ad, fill out a job application, manage a bank account, or read their children's report cards. The tragedy is not just personal — the inability of a large number of our neighbors to participate in any meaningful way in the economic life of the community and being deprived of the pleasures of reading — but it has national consequences as well. The large pool of functionally illiterate adults makes it impossible for this country to compete effectively in the global chase for markets and economic expansion. In Germany and Japan, for example, illiteracy rates are below five percent, and those countries have workforces that can adapt quickly to the changing technologies of the age. The United Nations lists the United States as 49th of the 156 member nations in literacy, a drop of 18 places since 1950. To be sure, these figures are open to all kinds of questions and qualifications, but they are a clear indication that the nation that once led the world into universal literacy has lost its commanding position.

The exact extent of functional illiteracy among adults is elusive in this country, as in most others. At the most elementary level, there are few who cannot read some and write a little. But the number of adults who cannot manage enough of either to handle the simplest job in contemporary society is seldom calculated at less than 25 million. The U. S. Department of Education uses the shorthand figure of one in five adults; most other estimates run much higher. Yet no matter w specific projections of the problem may fer, all agree that the number will continue to ɔw into the next century. In fact, according to deral figures, it grew by 2,000,000 last year, and least 25,000 of those were New Yorkers. Illit acy is not exclusively an urban problem, nor are ult illiterates largely minorities or newcomers. rty-one percent are English speaking whites, enty-two percent are English speaking blacks, d about the same proportion are Spanish eaking. Among recent immigrants who are terate in English, the bulk are illiterate in their tive language. Just as ominous, the largest ɔup of adult illiterates, forty percent, are be een the ages of 20 and 39, indicating that over e next decade we will see an acceleration of the cial and economic consequences of the prob m.

Americans understandably have been reluc nt to face these staggering figures. Yet some izens have, and they are tackling the problem th immense energy, imagination, and courage. me groups, like Literacy Volunteers of Ameri , are national and depend on volunteers, others e local efforts, programs conducted by colleges, urches, and labor unions. Governments, at all vels, have recently increased their efforts. For al literacy programs in schools and colleges rve almost 160,000 adult students. In discover g the problem and contriving ways to address it, ey have put us all in their debt. Yet leaders in is field are the first to admit that they do not ve the resources to stem the tide, much less verse it. All agree there are more adult illiter es this year than last.

The social cost to this country is less open to estion. Conservative estimates indicate that iteracy costs society over $200 billion a year in employment, underemployment, health and elfare costs, and incarceration charges. The New ork figure is $20 billion annually. Despite this w hemorrhage of revenue, little public policy is rected to the obvious remedy. The United ates National Commission on Libraries and formation Science has operated on an annual pped budget of $750,000 for over two decades, hich limits what they can do in the area of literacy programs. In addition, the Federal government's adult education allotment is less than two billion dollars for all types of adult basic education, a modest portion of which is assigned to illiteracy. In contrast, the annual appropriation for the Department of Agriculture is $49 billion.

The primary responsibility for a serious attack on the problem of adult illiteracy lies in Washington. The problem is clearly a national one. Illiteracy does not recognize state boundaries; residential mobility spreads its consequences throughout the country. To be sure, certain states like New York, California, Texas, and Florida have recently attracted disproportionate numbers from Latin America, but these people constitute only a small part of the larger problem, which has deep roots in the last generation and is not confined to recent arrivals. School systems, in the past the historic gateways to literacy, are no longer able to bear this burden alone. Poor reading scores, early dropout rates, and reduced achievements bear witness to the scope of illiteracy in some of our oldest regions and its ubiquity throughout the country.

The recent White House Conference on Library and Information Services recognized the national character of the problem by passing several resolutions that asked for Federal leadership and funding for a concerted effort to fulfill the President's pledge to abolish illiteracy by the year 2000. It also called for the libraries to take on a central role in this national endeavor. Yet there is little reason to believe that the next few years will see more than a modest increase in Federal dollars to an already anemic program. Therefore, any initiative will have to come from the states. It would be appropriate for New York once again to take the lead. We already have volunteer organizations in the field; State and local agencies have supported community, business, and labor union efforts. Most of our libraries have begun the task. What is needed is an aggressive, comprehensive approach to help two million New Yorkers to enter the world of productive work. The Commission, therefore, recommends that the State make our libraries centers of, yes, a war on adult illiteracy. They are strategi

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cally located to accept this responsibility. Most have the space, the materials, the lay trustees and professional personnel, as well as the ability to link up with other appropriate agencies and service providers. And, just as important, they are located in residential neighborhoods convenient for those seeking help.

Moreover, literacy has always been a primary responsibility of libraries. In the nineteenth century, when formal education scarcely reached the eighth grade, they provided adults as well as children with their only access to the wider world of books and newspapers. In the twentieth century, with the addition of high schools, they became an essential part of the educational system, serving those in school and those who had graduated or even dropped out. Thus, libraries contributed to a process whereby millions of people from all over the world, encompassing different languages, religions, nationalities, cultures, and races, moved into the mainstream of American life. They are again the logical focus for this critical campaign.

Today every governmental program is rightfully scrutinized for its cost-effectiveness. This proposal welcomes that examination. It costs about $2,000 to teach an adult illiterate to read and write; it costs $8,000 to put someone on welfare; it costs $50,000 to put one in prison. It is obviously costing this society billions a year to ignore the problem. If this program were only partly successful, it would pay for itself in the first two years. Experience suggests that eighteen months is the time needed to bring new readers to a functional level. Volunteer teachers perform the bulk of the instruction within libraries, with library personnel providing the organization and supervision. When the newly literate, now prepared, begin to enter the work force and acquire modern skills, the public will realize an extravagant return on a relatively modest investment.

This proposal has also an important social dimension. It is a family program. One of the most debilitating legacies of adult illiteracy is its passage from one generation to the next. Every study demonstrates that children of illiterate parents will have greater difficulty in learning to read and write than those raised in literate families. There are fewer books, less parental help with homework, and only a precarious connection with parent and teacher associations. Moreover, they are less motivated and more prone to drop out of school altogether. Worse still, the prospects of winding up in the criminal justice system are significantly greater. In short, an assault on adult illiteracy will be at the center of the entangled pathology of contemporary society. Politically, it is one of the few governmental policies that is both intergenerational and race and gender neutral.

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Prisons

The costs of adult illiteracy also reach into the rising problem of crime and the criminal justice system. By most estimates the great majority of prisoners in New York State are functionally illiterate. Figures differ somewhat from place to place, but the central intractable fact remains — most enter illiterate, leave illiterate, and more times than not return to prison. New York State nearly a century and a half ago pioneered in prison reform; indeed, the movement was inextricably bound up with the word Elmira. Today, the question is even more difficult. The number of prisoners in New York City's correctional system alone has risen from 7,600 in 1980 to over 21,000 today. The city and State struggle to harness the problem by building more and more jails, hiring more and more police and correctional officers, and expanding the capacity of the courts.

The cost to society of an exploding incarcerated population is staggering. In New York State the price is $150 a day for each inmate, over $50,000 a year. The cost of each new jail cell is approaching $100,000, and there is no end in sight. New York City is about to add 1,500 new police officers to its force; other communities across the State face the same popular demand. And despite this effort, the public feels no safer.

No doubt a substantial number of violent criminals are in prison for good reasons and should remain there. Tragically, that group is larger than it has been in the past. Yet most convicted criminals can be returned to society without jeopardizing the public's safety and even live useful and productive lives. A new concentration on literacy would enhance this prospect. Most prisons have some library resources, programs that encourage inmates to use such materials, and volunteers to assist and encourage them. Support for these programs is erratic and modest. Moreover, participation is voluntary and requires the inmate to request the service, a procedure that generally filters out functional illiterates. Indeed, the correctional system has no way of knowing the extent of actual illiteracy since its only information about the individual prisoner is last grade level, not the ability to read and write. We already give relief for good behavior and for community service, and there is no reason why the acquisition of literacy should not yield the same reward.

The Commission recommends that literacy be placed into the sentencing system for convicted criminals. Presently, a period of inquiry between the guilty verdict and sentencing produces a profile of the prisoner for the judge to use in making a decision on the length and terms of incarceration. The question of education concerns only the length of schooling, not the ability to read and write. The Commission suggests that a literacy test be given to prisoners before sentencing so the judge could have this elemental fact. The Commission further recommends that judges take literacy into account in the final decision. For example, the judge can declare that if the prisoner goes into a literacy program and successfully completes it, the sentence will be substantially reduced.

A literacy program in jail not only has the value of introducing prisoners to a world they never knew and probably never even imagined, but also gives them a chance for gainful employment and the possibility of someday attaining a respectable place in society. Without this skill, they inevitably return to the community illiterate; facing diminished opportunities, they almost certainly revert to earlier patterns of behavior and wind up once again in the criminal justice system. At least this has been the experience of the past two decades. In Japan, convicts cannot get out of prison until they can read and write. The recidivism rate there is five percent; ours is over sixty percent. Of course, in this country we cannot condone such compulsion, but we can make literacy an attractive option for the incarcerated.

Moreover, this incentive can be extended to prisoners who already read and write well. There is no reason why a highly literate inmate cannot get a reduced sentence for teaching fellow prisoners basic literacy skills. In the past few years some prominent citizens — Ivan Boesky, Stanley Friedman, Michael Milken, and scores of other "white collar criminals" — have received lengthy sentences. It is not to demean other jobs they perform in prison to suggest that they could be more profitably employed in literacy programs. They, too, cost the system $50,000 a year. Matching the literate with the illiterate could result in immense savings to society every year; its humane dividend, though substantial, cannot be so easily calculated.

In this proposal, libraries obviously play the central role. Every corrections institution holding prisoners sentenced to three years and more should have the adequate facilities — space, materials, and professional personnel — to organize, operate, and monitor a literacy program. It would also necessitate attracting both volunteers and added staff to teach and assist in instruction. Contemporary methods employ not only conventional materials but video tapes, compact discs, and computers. Yet books remain the precondition of a successful program. For a small investment, it is hard to see where the public could get a larger return.

Censorship and Access to Information

Since the early 1970s there has been a grow number of incidents involving the censorship naterials in New York libraries, as well as ss the country. Most of these episodes involve erials in elementary and secondary school aries. Public libraries are also frequent targets ile New York State experiences a lower inci ce of reported censorship problems, largely to the training and preparation of profession taffs, the pressures are always present. To ngthen our effort, the Commission recom nds that the Commissioner of Education en rage all school and public libraries to adopt icies that affirm principles of public access to ormation, explain how materials are selected, l provide for dealing with challenges to selec n decisions. The Commission also believes that existing laws provide adequate protection and erve the Governor's support.

The electronic revolution raises basic ques ns for our libraries. Historically, the govern nt published a wide variety of reports and made them available to the public by depositing the publications in libraries. Increasingly, these items are never printed at all or they are made available only in electronic formats. But to use this information in electronic form requires expensive technology, including access to sophisticated computer equipment and specialized computer programs, and often costs money. This creates a two-tier system where those who can afford to pay have access to the information, while those with fewer resources are shut out. The Commission recommends sustaining the historical precedent that government records are free to everyone without regard to ability to pay and at a place of reasonable convenience. After all, one of the grievances of the founding fathers against the British Crown was that the King had called together legislatures "distant from the depository of their public records." Libraries have always been an essential component of a citizen's right to know — the costs of the new technology and convenience of storage ought not be an excuse to controvert this time-tested right.

The Next Generation: A New York Library Corps

Within New York State and across the nation we are experiencing a growing shortage of librarians to fill positions in elementary and secondary school libraries, public libraries, academic libraries, and prison libraries. Some of this shortage may be attributed to the growth of positions in special libraries and information centers that are not libraries in the traditional sense but nonetheless require the knowledge and skills of librarians. Others leave the field because of low salaries. The lion's share of the shortage, however, may be attributed to the anticipated retirement of the large number of librarians who entered the field in the 1950s and 1960s.

The present generation of librarians, though trained in an older tradition, have been quick to recognize the consequences of these revolutionary changes and, in a remarkable way, adapted to their consequences. Yet the next generation will have to begin their professional education in this new environment, handling the traditional tasks of librarians and simultaneously mastering the new electronic dimension of the field. This next generation will not automatically appear at the doorsteps of our graduate schools, however. Present salaries are not competitive and the inadequate and unreliable level of public funding has inevitably led to a demoralization of even the most dedicated professionals. In addition, the closing of some of the major library schools — Chicago and, most recently, Columbia — indicate to aspiring librarians that the commitment and capabilities of higher education are at best tenuous and that the status traditionally accorded the profession is eroding. Moreover, many of the current generation of immigrants come from societies that do not have a tradition of public libraries and hence have never considered a career in the field. Moreover, since the resources of the seven graduate library and information science programs serving New York State are poorly distributed, many prospective librarians live far from professional schools. Hence, instilling a new sense of mission, developing competence in handling new information products and services and creating a stronger managerial class of librarians will require more and different faculty, more technology laboratories, and an enhanced capacity to accept larger graduate and undergraduate enrollments.

The Commission recommends that New York establish a Library Corps to attract new people into the profession. This device has proved successful in attracting volunteers into the Peace Corps for over a generation. A model is presently before Congress in the form of a Police Corps, and municipalities across the country have adopted a variation of the idea for what one called Metro Corps. The principal purpose is to give incentives to those who are considering a library career but are not able to afford graduate school. The Library Corps would provide interested college students with modest subsidized internships in their libraries and then provide loans for graduate work. Students who stayed in library work for four years would have their loans forgiven. The Library Corps would differ from the Peace Corps and Police Corps in a fundamental way. Those programs expect very few participants to go beyond their minimum commitment; by contrast, we expect that most of the Library Corps would wind up with a lifetime commitment to the profession. Its additional mission would be to recruit from every sector of our increasingly diverse population. A further benefit of this initiative would be the stabilization and expansion of the graduate programs for library and information sciences in the State.

Libraries in New York State and across the nation are envied around the world for their resources, capabilities, and ease of access to information. The best corps of librarians in the world nurtured and developed these institutions. If New York State is to retain its position as the library and information services capital, this most important resource, our corps of librarians, must be renewed and encouraged.

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Archives

One indicator of an open, effective democracy is a commitment to strong and accessible government archives, for it is a sign that a government is respectful of the past and seeks to draw upon it in shaping policies and programs in the present. Good archives are also an indication that the government is willing to hold itself accountable to the future. However, in a society like New York's, it is not enough to identify, preserve, and make available the archival records of the government; archival resources of private and non-profit organizations and of selected individuals whose lives are not sufficiently documented in governmental or institutional records are also valuable to the understanding of our past.

New York has long had several strong repositories of historical records, among them the New York Historical Society, The New York Public Library, Cornell University, Syracuse University, and many other specialized archives. Until the 1980s, however, there was virtually no statewide archival "infrastructure." There was very little cooperation or communication among repositories, no shared agenda, nor any state leadership, assistance, or funding; furthermore, the State's own archival program, the last in the nation to be established, was still in its infancy. This has changed dramatically in the last decade. New York is now recognized as perhaps the strongest state in terms of statewide communication, leadership, and innovative assistance and service programs. The next decade must continue to build on these achievements.

First, the Commission recommends developing the Documentary Heritage Program (DHP) to the level and scope proposed in the 1988 legislation that created it. As confirmed in testimony, DHP regional services are working effectively in the three regions where they have been implemented during the past four years, including New York City. This regional approach, combining assessment, planning, coordination, communication, technical assistance, documentation analysis, and public awareness, must be extended to the rest of the State. DHP project grants and annual allocations to SUNY and CUNY have also demonstrated their high value, but they require reliable State support on a long-term basis, without which their survival is threatened.

Second, the Commission also recommends changes in statutes for Executive Chamber records so that records of enduring value are no longer indiscriminately destroyed or alienated from public custody without archival review. Direct leadership from the Governor on this issue will have a salutary impact, not only on the future administration of important Executive Chamber records, but also throughout the State by raising the public awareness of the importance of archives for both historical research and government accountability. Third, the Commission recommends an ongoing program to survey and describe historical records and make that information available to scholars, students, and the general public.

Preserving Materials of Unique and Enduring Value

The State is in danger of losing a large part of its intellectual and cultural heritage. Librarians must daily decide what portion of their collections must be saved and what must be discarded or left to disintegrate. The bulk of the material in our research libraries is on acid paper and a quarter of those materials are already too brittle to be used.

Publications of permanent value must be identified and preserved while they can still be saved. Preservation and indexing of newspapers is especially needed to protect these very fragile materials containing irreplaceable information about our State and its past. An expanded statewide conservation and preservation effort is needed, and the time to act is now. The current program is a useful beginning, but it is inadequate to the formidable task. The New York State Archives currently faces a staggering preservation treatment backlog for the documents already in hand. The Commission recommends that the State provide additional funds for planning and carrying out coordinated programs for the preservation and conservation of endangered materials.

Congress has established a policy that requires "Federal records, books, and publications of enduring value be produced on acid free permanent papers." The Federal government also recommends that "American publishers and State and local governments use acid free papers for publications of enduring value in voluntary compliance with the American National Standard." The Governor's Commission recommends that New York State enact similar legislation.

Funding

Proper funding of our library enterprise has been clearly the most persistent question raised at the Commission's hearings across the State, in printed statements submitted by individuals and groups, and in formal presentations by professional organizations. As for any other public service, this is a perennial concern. Yet recent cutbacks, together with increased costs, have put the whole structure in jeopardy. The litany of woe is written in reduced hours, closings, layoffs of professional staff, diminished acquisitions, canceled subscriptions to journals and magazines, postponed maintenance, and the deferred purchase of essential equipment. Worse still is the pervasive notion among too many of our political leaders that libraries are mere amenities and not an irreplaceable part of democratic society. Legislatures and policy boards find the budget line "Library and Information Services" the first and easiest candidate for reduction. In fact, the State's Contingency Budget Law precludes the purchasing of library books when a school budget is defeated, sending the message that library books are not an important part of the educational process.

There is a great disparity in library services across the State. Not all the people in the "family of New York" have equal access to our rich and extensive resources. We have some of the best libraries in the nation — and some of the poorest. New Yorkers led the country with per capita support of $29.48, yet more than half our libraries had budgets below the national average. The result is that some rural libraries are open from only nine to twelve hours a week; in half of the small libraries there is no professional available to help students with their work or to answer questions of adults. Moreover, reference books and encyclopedias date from an earlier decade; scientific and political information is thus only marginally useful.

Even within the same county there are extraordinary differences, as shown in 1989 expenditure figures. For example, in Oneida County, the New Hartford Public Library spends only $5.31 per capita, while neighboring Whitesboro budgets $13.64; yet both serve about 22,000 residents. In Suffolk County, local library taxes range from $123.97 per capita in Commack to $35.76 in Smithtown. In Albany County, Watervliet Public Library, funded at only $3.02 per capita, had to close several days this summer while nearby Bethlehem, with per capita funding of $68.46, comes nearer to filling community expectations. Even in New York City, the three systems (New York, Brooklyn, and Queens Borough) vary from $18.50 to $24.11, with predictable consequences for the public. While no libraries in the city were shuttered as a result of the most recent round of budget cuts, some urban libraries are open only two days a week. Clearly, in the next decade we should seek to bring poorer districts up to New York's nation-leading average.

The most tempting and popular solution to the funding problem is the institution of "user fees," that is, charging people for the services they receive. Private and specialized libraries do it, and public libraries now impose fees on a few formerly free services. No matter how attractive, fees undermine the principal purpose of public libraries. They are free because most of their users cannot afford to pay. It has always been so. The traditional function of libraries, like schools, has been profoundly democratic: that a free society assumes a literate and informed citizenry; that no one, for any reason, should be denied access to the cultural resources of this or any other country; that the records of Federal, state, and local governments are and ought to be available to the public; that every issue, no matter how controversial, deserves a fair reading; that the right to learn and improve is an essential part of what it means to be an American. When the word "fee" replaces the word "free," the historic mission of our library enterprise has been compromised.

The Library of Congress, confronted with the same "privatization" pressures, has stated that it does not intend to get into the "risky" business of selling "the information to users for profit." It has

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reassured the public that "the library's vast 'core services' — cataloguing and making accessible its collections of almost 100 million items, making available to all visitors its cataloguing data, answering 600,000 reference questions a year by mail or telephone, and arranging library loans of books — will remain free." New York ought to do no less.

A more fruitful, if limited, approach to funding our enterprise is the creation of "partnerships" between the business community and local libraries. It is a natural relationship. Business needs the resources that libraries create, and libraries need the support that the corporate world can afford. These arrangements need to be expanded, and New York State should devise tax incentives to encourage the expansion of this partnership. Organized labor has an equal stake in supporting our library system. Their members have always been heavy users, and the new generation of union members are going to need libraries even more for information on developing the skills appropriate to the post industrial economy. Unions now run some of the best literacy programs, business sustains many local efforts. The State should encourage and expand these programs.

These "partnerships" are usually at an upper corporate level and embrace large, well financed programs. What is needed, in addition, are many smaller initiatives whereby local businesses and unions adopt local branch libraries or school libraries and support programs that, though important to the community and in great demand, are beyond the library's modest resources. Small businesses can avail themselves of the computer programs and database services, while labor can provide members with literacy programs and information on job training. It would also keep the doors open for the library's conventional audience.

The basic responsibility for funding rests with the government, yet in the final analysis, stable and secure funding of public libraries and library systems depends upon the public and their perception that libraries are an integral, irreplaceable part of American society. Historically, support depended on local taxes and the confidence that neighbors invested in their libraries. The results have always been uneven; where well-to-do communities enjoyed good facilities and services, less affluent areas did the best they could with whatever they could afford. Moreover, this gap has widened greatly in the last decade. New York has developed a strategy to address this inequity, but without increased State funding and a greater Federal presence we will not be able to redeem the promise of free access to equal resources.

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Voter Registration

The consequences of adult illiteracy reach not only into our economic world but into our political system as well. The founding fathers rightfully argued that a democratic society rested on a literate and informed populace. Indeed, Jefferson observed "if it were left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter." It is this faith in the intelligence and good faith of ordinary people that made the United States the pioneer in electoral democracy. The last three decades, however, have witnessed a precipitous decline in voting participation in this country and in this State. Only half the eligible voters turn out for a presidential election; fewer still cast ballots in state contests; even fewer still bother in local elections; and pathetically few elect school or community boards.

Experts vary in their explanations of such a dismal record in the country that invented electoral democracy, but every analysis includes two important considerations relevant to the situation in New York State. The first is the web of obstacles spun over the years in the registration process. While almost every other state has simplified procedures, encouraged registration, and virtually eliminated artificial barriers, New York maintains an obstacle course requiring complicated applications, shifting days of registration, irregular hours, out-of-the-way centers, misplaced cards, partisan interference, and endemic incompetence. A generation of good government initiatives has resulted in only modest improvements.

The second and less examined explanation is the growth and persistence of adult illiteracy. While literacy tests are no longer required for voting, the inability to read and write has created a wall higher than technical and legal barriers ever did. The whole electoral process presumes a literate public. From filing the application to knowing the location of the polling place, from reading the ballot to understanding the issues and the candidates, the ability to read and write is crucial. Adult illiteracy, in effect, reduces the voter pool by nearly twenty percent. Civic groups periodically announce grand expectations for increased registration, only to flounder on the rock of illiteracy. And there is no reason to believe the decline in political participation will not continue as the adult illiterate population increases.

The simple and effective way to break this ever-narrowing circle would be to make school, public, and academic libraries the year around centers for voter registration. High school libraries could ensure that all 18-year-olds are registered before graduation. Public libraries are located in the neighborhood, open at scheduled hours, have trained professionals to help new voters with the applications, and they are removed from any partisan consideration. The library staff would prove reliable witnesses to the authenticity of the document and can routinely forward the forms to the Boards of Elections. Indeed, registration is basically a judicial, not political, function, requiring only the simplest information about age, citizenship, residence, and length of residence. There should be no political dimension at all for qualification. In fact, in many states around the country and in some parts of New York, libraries already perform this important function. This system would have the added advantage of inducing voters to use libraries for information about issues and candidates and, perhaps, discover the wide range of other services available, including above all adult literacy programs. In assuming this responsibility, libraries would of course need funding support, but this would still save the State and local communities millions of dollars every year, money that could better be shipped to the libraries themselves.

A Permanent Commission

The Commission also recommends that the Governor appoint a permanent Commission on Libraries. The object is not to create a new agency or bureaucracy, but rather establish accountability for the proposals suggested in this report, with special emphasis on adult illiteracy as a central, compelling problem for which libraries should bear a singular responsibility. This effort, among the most important government initiatives of the next decade, will require visible and aggressive leadership that can galvanize the public and the profession and reach the President's stated goal of eliminating illiteracy by the year 2000. The Commission should have appropriate funding, and its members should represent a broad spectrum of the general public, elected officials, and library leaders. Establishing such a permanent commission would signal a continuing commitment to the State's library enterprise and its earnest campaign to eliminate illiteracy.

A major responsibility of a permanent commission would be to implement the recommendations of the Governor's Conference and the White House Conference. In the past, the enthusiasm generated at these meetings gradually dissipated and the suggested initiatives became lost among new concerns. In addition, both gatherings emphasized the importance of "marketing," that is selling more effectively the importance of libraries. Too much of the public still sees libraries as exclusively the world of books without appreciating the additional offering of microfilm, microfiche, videocassettes, picture posters, braille, records, and the other possibilities opened up by the electronic revolution. A permanent commission could address this misconception in an organized campaign, for in the long run our entire enterprise rests on the public's estimate of the usefulness of our services. The commission would be a continuous and pervasive educational force throughout the State.

The permanent commission would also preside over the implementation of the long list of recommendations that originated in the Governor's Conference. Testimony throughout the State emphasized the need for persistent follow-up of the Commission's work. No doubt some suggestions cannot be accomplished quickly or easily, and fiscal restraints will govern much of what can be done. Yet the importance and magnitude of the tasks require constant attention from the State government. Statewide hearings and delegate elections created a formidable base for a permanent commission and uncovered an extraordinary number of citizens who would like to continue their interest in the future work of our libraries.

Another benefit would be to raise the visibility of the statewide library effort. Already, for example, the State sponsors a literacy day in mid-April. Called "The Night of 7,000 Stars," it celebrates the importance and joys of reading and writing. Each year it gets larger and more successful, but a permanent commission could make this a major cultural event. It could also give technical assistance and State sanction to local groups raising funds and supporting new programs. It would be the natural repository of information for citizens and the media inquiring about library resources and activities across New York State.

In addition to addressing long range programmatic goals, the Commission would take into account the deterioration of the library infrastructure. Many buildings are too small or are outdated. Changes in service programs and information technology are creating demands that existing buildings, often lacking space, flexibility, appropriate wiring, and climate control, cannot meet. Library buildings generally need modifications to make them energy efficient and to remove architectural barriers to persons with physical disabilities without sacrificing the historic qualities of the most venerable structures.

Finally, a permanent commission could provide long-term planning for our library enterprise. At present, a contest is carried on every year over whether the State or localities will increase aid to libraries. The first consideration usually is only to keep up with inflation. The larger problem is establishing long-term goals against which to measure current needs. The Commission would develop goals for five and ten years against which annual appropriations could be measured. The electronic and demographic revolutions quicken each year; the capacity of libraries to anticipate and adjust to these changes must at least match their inevitable development.

Conclusion

All of these proposals rest on the assumption that the people of New York State still value their libraries as an integral part of their free society and believe that it is a responsibility of government to protect and enhance them. But the Commission understands that other interests also have legitimate claims that are every year forcefully advocated in the press, the media, and especially in executive chambers and legislative halls. The library community has to become more assertive, more clearly demonstrate the essential services it provides, and widen its constituency. Older generations took libraries for granted, availed themselves of what they offered, and assumed that their existence was almost a natural right. Recent events indicate that there is no room for this complacency. Buildings have been closed, hours have been reduced, maintenance deferred, and acquisitions postponed. Too many public officials view libraries as an easily disposable item in the budget when financial constraints become critical.

The Commission considers this report and the conferences it sponsored as the beginning of a revived interest in the entire library enterprise from the smallest and most remote branches to the great research centers; from school libraries to the most specialized; from those with the most sophisticated equipment to those with only a telephone. We know that this generation is the custodian of a singular heritage. We are determined to pass it on to our children preserved and enhanced. The next few years are crucial. The future rests on the leadership of the Governor's office and the energized civic conscience of all New Yorkers. It is perhaps prudent to remember Benjamin Franklin's last words to the Constitutional Convention over 200 years ago: "Gentlemen, you have a Republic, if you can keep it." New York has great libraries, if we can keep them.

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1991

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LIBRARY SYSTEMS TOWARD THE 21ST CENTURY

AN ACTION PLAN

Adopted by the

New York State Board of Regents
on
July 26, 1991

The University of the State of New York
The State Education Department
New York State Library
Division of Library Development

THE UNIVERSITY OF THE STATE OF NEW YORK

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FOREWORD

No library, however large or well-endowed, can collect, store, and make available all the information or materials its users and potential users might want and need. Therefore, three types of library systems have been developed to implement the Regents policy, "Every resident of New York State should enjoy timely and free access through local libraries working within library systems to a full range of information resources and services, provided without restriction of censorship or violation of privacy." The library systems meet user needs by providing such services as interlibrary loan, delivery, locator tools, and automation to make possible and promote timely resource sharing among libraries.

Incredible technological changes and the coming of the Information Age have dramatically transformed and improved library services since systems began. Information, education, and even basic communication are now possible in formats and at speeds previously unimagined. In this environment and in planning for the decade of the 1990s and the 21st century, systems were studied by an independent research firm.

Library Systems in New York State: 1989, by King Research, Inc., the first comprehensive examination of all types of library systems, showed that systems achieve economies of scale and are cost-effective. It also identified relevant needs of member libraries and residents of New York State, including the need for increased technological capabilities. *Library Systems Toward the 21st Century: An Action Plan*, completes one phase of poststudy activity and initiates another. The developmental phase has focused on designing ways to meet the needs identified in the King report, which the Action Plan restates as goals for library systems.

The second phase, to continue through the 1990s, will implement *Library Systems Toward the 21st Century: An Action Plan*, which charts a course for the future of library systems as key links in the Statewide Library Network and as facilitators for their members to increase their technological capabilities.

As the implementation of the Action Plan begins, broad participation, the hallmark of the system study process, continues to be crucial. Such participation by the many who have had a part in the development of the plan will continue to ensure the best library service possible for the people of the State as they turn to libraries to meet their varied needs.

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SUMMARY

Library Systems Toward the 21st Century: An Action Plan focuses on the two-part mission of library systems and provides a vision for library systems in the 1990s and beyond. The paper follows two years of analysis, discussion, and planning after the comprehensive study of library systems in New York State was completed in April 1989 by King Research, Inc. under contract to the New York State Library.

The plan's 5 goals for library systems and 18 action steps will further the dual mission (1) to serve the member libraries, enabling them to improve their services to their users, and (2) to serve as a component of the statewide library network, enabling the effective functioning and continued development of the network, and sharing resources with all types of libraries through cooperation and coordination. The goals include: being responsive and accountable to system members, providing cost-effective services, assisting member libraries to become Electronic Doorway Libraries, maximizing access to library resources for New York State residents, and participating equitably in the Statewide Library Network.

Action steps include, among others:

- developing a structured self-study process for systems to compare system service patterns to member needs;
- revising system plans of service to assure system responsiveness to member priorities for service;
- providing training and technical assistance on cost-effectiveness measures for systems so that systems can make informed decisions about which services to provide and how to provide them;
- developing an Electronic Doorway Library program for systems to use to help prepare all libraries to use up-to-date electronic means to improve information service to their clientele;
- gathering additional data about the costs, services, and use of central libraries to provide maximum access to library resources for New York State residents;
- clarifying the objectives of the Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program to facilitate equitable library system participation in the Statewide Library Network in light of technological developments; and
- holding regional meetings with library system directors to deal with the structure and governance of library systems.

Some action steps in this project are slated to begin in 1991. Staff resources at all levels and funds for travel, printing, and mailing will affect the speed with which implementation can take place.

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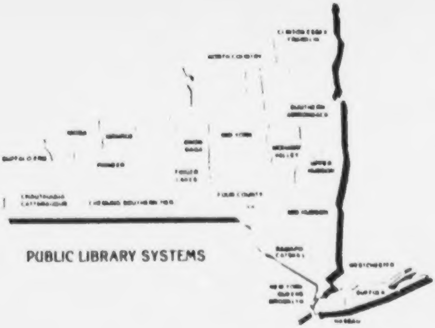
LIBRARY SYSTEMS IN NEW YORK STATE



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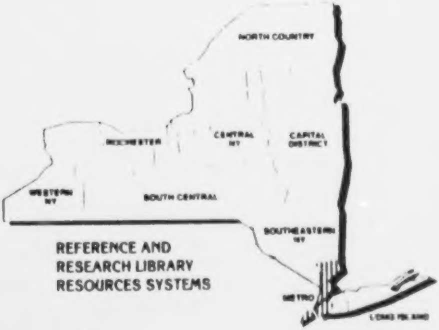

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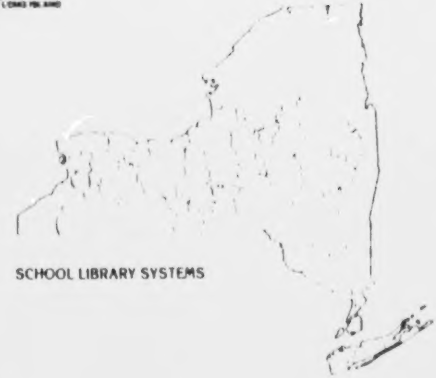

SCHOOL LIBRARY SYSTEMS

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INTRODUCTION

In New York State, libraries of all kinds are able to extend and improve services to their clientele and to be more cost-effective because of State-supported library systems. The Division of Library Development (DLD) and the Bureau of School Library Media Programs (BSLMP) articulated a vision for library systems, *Library Systems in New York State: Toward the 21st Century*, to guide system development toward the 21st century and to facilitate library system improvement where needed. This action plan now presents the goals and activities which the State Education Department (SED) will undertake to further the vision.

In developing this action plan, DLD and BSLMP have given special attention to key needs. These needs, always important, are doubly so in this period of economic crisis. This plan addresses improved planning and self-evaluation for systems, more member library participation in decision making, increased use of technology for faster sharing of information resources, improved cooperation and coordination among systems, and increased attention to the cost effectiveness of individual system services. Staff have taken into consideration the interests and opinions they heard from the library community. (See "Notes on Background," pp. 17-18.) In carrying out its responsibilities for systems, SED will make every effort to involve the systems and their member libraries in substantive ways and to provide the flexibility to meet local needs and local conditions.

This action plan lays out an ambitious schedule. SED staff are acutely aware of the State's bleak fiscal picture but hope that some amelioration will occur as the 1990s progress. The achievement of this plan within the approximate time frame indicated is dependent on DLD and BSLMP having adequate staff resources, as well as other resources for travel, advisory committee travel, printing, and mailing. Yet, it is essential that the work progress because in bad economic times, the people and businesses of the State urgently need "timely and free access through local libraries working within library systems, to a full range of information resources and services," as expressed in Regents policy.

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THE VISION

DUAL MISSION OF LIBRARY SYSTEMS IN NEW YORK STATE:

- I. **To serve their member libraries, enabling them to improve their services to their users;**
- II. **To serve as a component of the statewide library network, enabling the effective functioning and continued development of the network, and sharing resources with all types of libraries through cooperation and coordination.**

Library Systems in New York State: Toward the 21st Century outlined a two part vision of library systems embracing two missions for library systems in a State significantly different from that of only a few years ago. Although the State has long incorporated many aspects of this vision into State funding and policies, the vision was not expressly articulated before the publication of *Library Systems in New York State: Toward the 21st Century.* This vision is central to this action plan.

System Mission I. SED staff recommendations regarding system service to member libraries in *Library Systems in New York State: Toward the 21st Century* stressed planning, member library participation in planning and decision making, cost effectiveness in providing services, and accountability to both the member libraries and the State. This action plan carries these forward.

The lack of member library participation and empowerment in some systems was an important King Research, Inc. (KRI) study finding. Increased member library participation in all decision making and evaluation is deemed by SED to be among the most significant outcomes which could result from the systems study. The cost effectiveness of services demands more attention, particularly under the threatening economic skies of the 1990s.

System Mission II. System Mission II deals with relations among library systems of different types and the same type, within and across regions. The emphasis in *Library Systems in New York State: Toward the 21st Century* was on equity among the types of systems, cooperation and coordination, the use of electronic and other developing technologies, and extending cooperation across regions and statewide.

Support for some SED staff recommendations regarding intersystem relationships was not strong enough for those changes to be implemented without additional consideration and dialogue. Consensus on these recommendations is impeded, at least in part, by (1) differences in the funding levels of different types of systems, (2) existing roles and relationships, (3) differing interests and needs of different types of systems, and (4) perceptions about DLD and the State. Additional dialogue is planned.

Central Libraries. This plan calls for further study of the central libraries before making recommendations.

Division of Library Development. It is noteworthy that there was substantial support for KRI and SED recommendations concerning the State's roles in the library systems program. Systems have expressed concern, also, about the low level of staffing remaining in the Division of Library Development in this period of fiscal constraint.

Equity and **equitably**, for purposes of this paper, mean fair, honest, impartial, just and reasonable *(Merriam Webster)*, free from bias and fair to all parties *(Roget)*.

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THE GOALS

The action plan is organized around five system goals and includes only activities related to the systems study. Other programs and services of DLD, the Bureau of School Library Media Programs (BSLMP), the systems, libraries, and the Education Department are not included in this action plan although they will continue and will require funding and staff time.

To help systems carry out System Mission I, the plan includes changes in planning, member library participation in planning and decision making, cost effectiveness in providing services, and accountability to both member libraries and the State. To strengthen System Mission II, the plan stresses equity, dialogue on the structure of the library system network, data gathering by central libraries, implementation of the Electronic Doorway Library concept, and developing technologies to further the sharing of library resources throughout New York State. Goals A and B are most closely related to System Mission I. Goals D and E are most closely related to System Mission II. Goal C is a bridge with close ties to both missions.

The five goals are:

A. **Every library system will be responsive and accountable to its members.**

B. **Every library system will offer cost-effective services.**

C. **Every library system will assist each member to be an Electronic Doorway Library.**

D. **Every library system will maximize access to library resources for New York State residents.**

E. **Every library system will participate equitably in the Statewide Library Network.**

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GOAL A

Every library system will be responsive and accountable to its members.

To accomplish this goal, SED in cooperation with systems and their members, will:

A1 Encourage systems to examine and use a variety of methods for increasing member participation in system governance, planning, decision making, and evaluation. (Current and ongoing)

A2 Develop a structured self study process to be used by systems and their members prior to plan of service revision. (1991-92, implementation to follow)

A3 Revise the plan of service formats, incorporating member participation in governance, decision making, planning, and evaluation. (1991-93, use to follow)

A4 Develop a statewide survey to measure member satisfaction for use biennially in conjunction with systems' annual reports. (1992-93, implementation to follow)

Member libraries need to be involved in decisions affecting the use of scarce system resources, especially in light of the serious shortage of State and local funds and the movement to decrease the number of State mandates on localities.

These actions will improve system planning and member participation and apply to all types of systems. The self study will structure the examination of a system's governance, operations, and services before the plan of service is revised. Following revision of the plan of service document, about 20 percent of the systems will resubmit plans of service each year on a rotating schedule. The member evaluation will be useful for system decision making and statewide evaluation, eliminating the need for follow-up studies. Flexibility will be built into the process.

GOAL B

Every library system will offer cost-effective services.

To accomplish this goal, SED, in cooperation with systems and their members, will:

- B1 Develop three separate lists of the services provided, arranged by type of system and carefully defined. Develop mechanisms for measuring cost and effectiveness. (1991-92, use in annual report form to follow)
- B2 Revise State annual report forms for systems and include cost and effectiveness measures for common services. (1993-94, use by systems to follow)
- B3 Provide training and technical assistance on cost and effectiveness measures to system staff and trustees. (1993-2000)

KRI emphasized the concept of economies of scale and urged that systems include economic issues in their decision making process. SED believes that attention to the costs as well as the content of services is necessary in the long term as well as in the current financial environment. This plan will provide the tools for an information system on which the systems can base rational decisions about which services to provide and at what level, which to discontinue, and which to contract with other systems or libraries for the cost savings gained by economies of scale.

GOAL C

Every library system will assist each member to be an Electronic Doorway Library.

To accomplish this goal, SED, in cooperation with the systems and their members, will:

C1 Develop an Electronic Doorway Library Program. (1991-92; implementation to follow)

C2 Target State and Federal funds for Electronic Doorway Libraries. (1991-2000)

C3 Seek separate automation funds for reference and research library resources systems for their academic and special libraries and increased automation funds for public library systems and school library systems. (1993-2000)

The Electronic Doorway Library concept envisions the local library as an "electronic doorway" to the resources of the region, the State and the nation. Many libraries of all kinds have this capability now. The implementation of this concept is central to the realization of the Regents policy of "a full range of information resources and services" for all State residents. It promotes resource sharing, coordinated collection development, cost-effectiveness, and equity among small and large, upstate and downstate, and all types of libraries. Electronic Doorway Library status is within reach of all libraries by combining local and State resources and working through systems. This goal applies to all types of libraries and systems.

To support Electronic Doorway Library development in the absence of new funds during the current economic situation, SED will encourage systems and libraries to redirect some local funds, system automation funds, and Regional Bibliographic Data Bases and Interlibrary Resources Sharing (RBDB) program funds.

Public library systems receive separate automation funds for public libraries, and school library systems will begin receiving such funds for school media centers in 1991. However, reference and research library resources systems automation funds must be shared by all types of libraries in their region. No separate automation funds are provided specifically for academic and special libraries. Staff recommends that new automation funds be sought as soon as feasible for the reference and research library systems for their academic and special library members, with increases in automation funds for the other types of systems.

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THE ELECTRONIC DOORWAY LIBRARY

A library becomes an Electronic Doorway Library when it uses technology to enhance information retrieval and resource sharing through the Statewide Library Network, thereby providing the State's residents access to the information resources they need. The Electronic Doorway Library concept describes the two way flow of requests and information, into and out of a library, by electronic means. This concept, based upon *Technology & Access: The Electronic Doorway Library*, Recommendation (A 2), may apply to any library in the State, regardless of size, type, or location.

Basic Requirements. In order to be considered an Electronic Doorway, the library will meet these basic requirements. The library will (1) have converted or be actively converting its catalog records into machine-readable form, (2) allow for electronic access either online or offline to its holdings from both inside and outside the library, and (3) provide electronic access to at least one other database located outside of the library. To achieve the basic requirements, an Electronic Doorway Library will (4) adhere to the database development guidelines established in *Libraries & Technology* and *Technology & Access* and (5) be equipped with a microcomputer or terminal, modem, and telephone line.

An Electronic Doorway Library will also (6) meet the basic standards for its type of library, (7) be a member of a library system, (8) have a board or administration, director, and staff committed to using technology to provide quality library service, (9) participate in State supported automation and resource sharing programs which are currently operating and being developed, and (10) work with its library system in making full use of present and future technologies.

Beyond Basic Requirements. Electronic Doorway Libraries may also have an integrated library automation system based on a micro, mini, or mainframe computer with software and a means of electronic communication. Other service options may include one or more methods of electronic delivery; enhanced access to its holdings; access either online or offline to a wide variety of information resources including library catalogs, numerical databases, full text documents, and images; connection to a high-speed telecommunications network(s); and the capability to share information resources based upon national linkage standards. Some Electronic Doorway Libraries may make services available from home or work place. As part of an evolutionary process, an Electronic Doorway Library should seek to utilize appropriate technologies both currently existing and yet to be developed.

Qualifying Libraries. All libraries that meet or exceed basic requirements will qualify as Electronic Doorway Libraries. Although some Electronic Doorway Libraries will provide considerably more than the basic requirements, all libraries so designated are expected to continue to provide the maximum level of electronic services that available resources permit. Qualified libraries should be formally designated as Electronic Doorway Libraries and display a unifying and recognizable symbol.

VAILABLE

GOAL D

Every library system will maximize access to library resources for New York State residents.

To accomplish this goal, SED, in cooperation with systems and their members, will:

D1 Gather data about the costs, services, and use of the central libraries of the public library systems, analyze the data, and make recommendations for the most effective and cost-effective achievement of the goals of the program. (1991-96; see breakdown in timetable on p. 15)

D2 Provide direct access to the New York State Interlibrary Loan (NYSILL) network for all types of library systems. (Pilot project, 1991-93)

Central and cocentral libraries receive State funds to help provide an accessible in-depth collection of adult nonfiction materials and information services for residents of the system service area. Needs and local programs differ in various parts of the State. Answers are still needed for such questions as: who is actually using these collections; how much service is being provided; what are the costs of the services, and who bears those costs? The plan calls for data to be collected and recommendations to be developed by 1996. Because this program is part of overall system service, system, member library, and central library representatives must all be involved in the process with the Division.

All library systems should have direct access to the Statewide Library Network to help maximize access to library resources for individuals. Currently, school library systems must submit their NYSILL interlibrary loan requests to the New York State Library's Research Library and NYSILL Network through a NYSILL transmission site at either a public library system or reference and resources system. A project is now under way to provide up to 14 school library systems with direct access to the NYSILL network. The project will examine the value and effectiveness of school library systems as NYSILL transmission sites. Other school library systems will be phased in if the project is successful.

GOAL E

Every library system will participate equitably in the Statewide Library Network.

To accomplish this goal, SED, in cooperation with systems and their members, will:

E1 Seek adequate funding for systems to carry out regulations and programs. (1992 and ongoing)

E2 Target State and Federal funds for the further development of the Statewide Library Network. (1992 and ongoing)

E3 Provide a process for all systems in a region concurrently and cooperatively to develop the portion of the revised plans of service related to participation in the Statewide Library Network. (1992-93)

E4 Eliminate the regulation requiring other types of systems to be represented on school library system councils. (1992)

E5 Clarify the objectives of the Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program and make such changes in law and regulations as may be needed to assure the capabilities of the Statewide Library Network. (1993)

E6 Conduct regional working sessions of all system directors to address issues of library system structure unresolved after the systems conference. (1991-93)

A Statewide Library Network which encourages and facilitates cooperation and coordination on an equitable basis enhances the ability of libraries to serve their users and increases cost-effectiveness. Continued development of the network is the responsibility of the State and all types of systems and libraries.

A network is only as strong as its participants. In order to participate fully in the network, library systems need funds adequate to carry out their mandated programs and services and those on which their members have come to depend. In this difficult time, SED and the systems will address issues of service priorities, effectiveness, and cost. Additional funds are also needed for development of the electronic component of the Statewide Library Network. Additional State aid should be sought as soon as it seems feasible to do so.

Regulations mandate that representatives of other types of library systems serve on school library system councils, although there are no similar representation requirements for public library system or reference and research library resources systems boards. Questions about school library system membership in the reference and research library resources systems will be considered in the regional system directors meetings along with other membership questions.

One of the findings of the KRI study, supported by SED staff experience, is that all types of library systems have experienced problems in connection with the RBDB program. In addition, technology now offers greater opportunities for cross regional and statewide resource sharing projects than were available in 1984 or 1986 when the program was launched. In light of experience, new technology and today's resource sharing needs, staff believes that the RBDB program should be updated. This program will be included on the agenda of the regional working sessions for system directors and DLD staff. Significant changes would require changes to both law and regulations.

As indicated earlier, a number of matters in *Library Systems in New York State: Toward the 21st Century* regarding System Mission II have not been resolved.

These questions are central:

(1) Should any one system act as regional coordinator? If so, what is an equitable governance structure for that system and for coordination decisions?

(2) What should the membership of systems be? Should libraries of one type hold membership in systems of another type? Should there be primary and secondary members? Should organizations without libraries be members? What systems best meet the needs of libraries which serve both general and special constituencies (for example, Division for Youth or Department of Correctional Services libraries)?

(3) What changes might be needed in the governance structure of systems? What changes might be needed in aid formulas that appear to be disincentives for otherwise appropriate mergers of systems? Can and should mergers of school library systems or public library systems be made a viable option by removing financial disincentives or by other means?

Additional questions may be addressed in the future.

SED staff will develop agendas for regional working sessions to resolve these questions and send staff teams to meet with system directors in each region a total of four times in 1991, 1992 and 1993. Staff time and travel funds will be necessary.

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THE STATEWIDE LIBRARY NETWORK

The words *statewide library network* are intended to convey the concept of interconnectedness among libraries, library systems, and library services to benefit New York State residents. It is a *statewide* network encompassing activities and relationships which are local, regional, cross regional, and statewide. It is a *library* network involving the library systems and their member libraries of all kinds and sizes. It is a *network*, because it has professional, electronic, economic, and political mechanisms and linkages for connectivity and resource sharing. The systems provide the foundation for the statewide library network. This network exists today and can be expected to evolve in response to future needs.

Services are provided through the statewide library network by systems and member libraries in both intra- and intersystem cooperative and coordinated activity. Any library or system providing such a service is participating in the statewide library network. Services provided through the statewide library network are comprehensive and potentially unlimited. The following list indicates the current range: shared automated systems, interlibrary loan, collaboratively developed programming, shared bibliographies, coordinated collection development, continuing education programs, reference referrals, and informal consulting among colleagues in libraries and systems.

In addition to informal, spontaneous, or locally initiated cooperation, the statewide library network permits, facilitates and structures all State-supported forms of cooperation and coordination among libraries and library systems of all types. The statewide library network involves both providers and recipients of network services and programs and includes all institutions which either receive or benefit from State and Federal aid for libraries.

The Regents goals of equity and access are furthered by intersystem coordination and cooperation. In today's economic and political environment, intersystem and intertype cooperation and coordination are necessary for excellence in system services to meet the needs of libraries and library users.

AVAILABLE

NEXT STEPS

In moving into the implementation phase of the systems study, SED and the Regents acknowledge the constraints stemming from a troubled economy, particularly in limited staff resources and sharply reduced travel funds. Rather than abandoning or postponing what needs to be done, SED proposes, among other strategies, to

(1) undertake first those recommendations which do not require new funding or legislation; (2) assume that implementation will take place over the greater part of the decade; (3) use a variety of methods of obtaining input from the library community, including sending drafts out for review and coordinating meetings with other events like the New York Library Association annual conference or system directors organizations' meetings. The staffing levels in the Division will influence the speed with which implementation can take place. The approximate order in which implementation should take place and the years in which they should take place are shown on the accompanying matrix on pages 13-16. Because of the number of activities and the extended time frame, this matrix will be reviewed annually and readjusted as needed.

THE TIMETABLE

Goals and Activities for SED

A. Every library system will be responsive and accountable to its members.

A1. Encourage systems to examine and use a variety of methods for increasing member participation in system governance, planning, decision making, and evaluation.

A2. Develop a structured self study process to be used by systems and their members prior to plan of service revision.

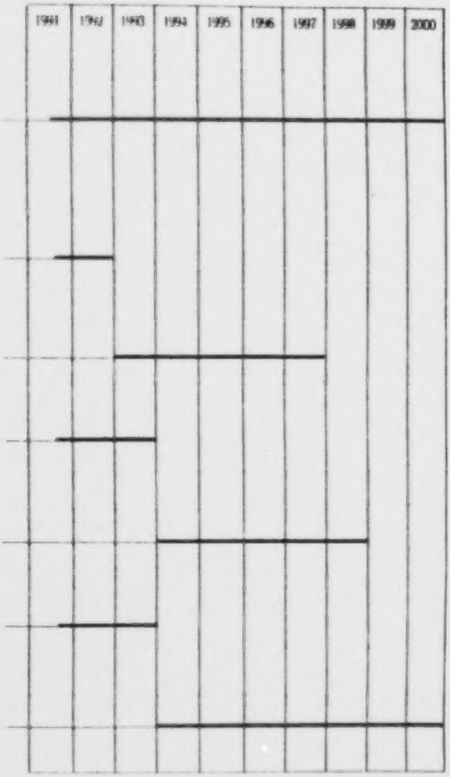
- Implement self study process, completing all systems over a five year period.

A3. Revise the plan of service formats, incorporating member participation in governance, decision making, planning, and evaluation.

- Implement use of revised plan of service document, completing all systems over a five year period.

A4. Develop a statewide survey to measure member satisfaction for use biennially in conjunction with systems' annual reports.

- Implement use of member survey.



THE TIMETABLE

Goals and Activities for SED

B. Every library system will offer cost-effective services.

B1 Develop three separate lists of the services provided, arranged by type of system and carefully defined. Develop mechanisms for measuring cost and effectiveness.

B2 Revise State annual report forms for systems and include cost and effectiveness measures for common services.

- Implement use of revised annual reports.

B3 Provide training and technical assistance on cost and effectiveness measures to system staff and trustees.

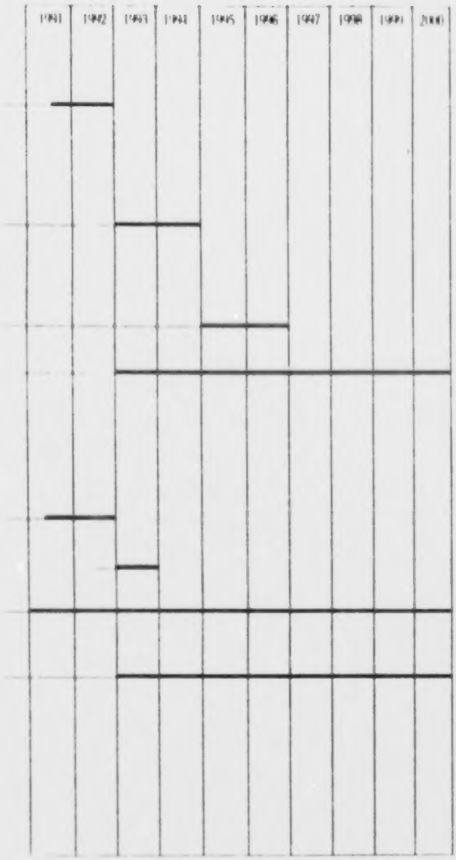
C. Every library system will assist each member to be an Electronic Doorway Library.

C1 Develop an Electronic Doorway Library Program.

- Designate first electronic libraries.

C2 Target State and Federal funds for Electronic Doorway libraries.

C3 Seek automation funds for reference and research library resources systems for academic and special libraries systems and increased automation funds for public library systems and school library systems.



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Goals and Activities for SED

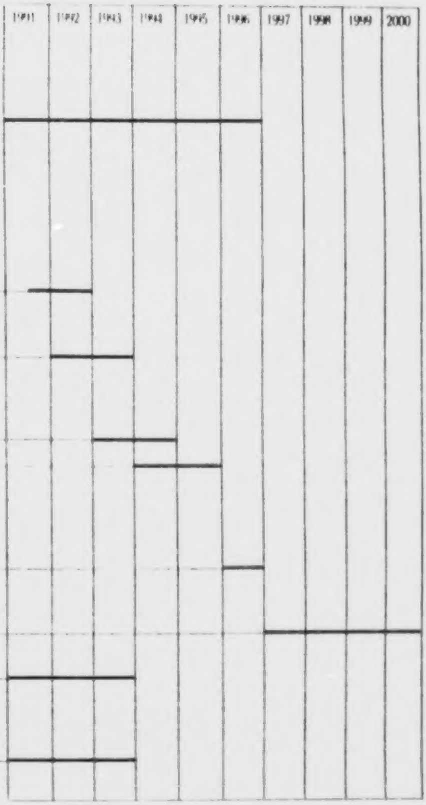
D. **Every library system will maximize access to library resources for New York State residents.**

D1. Gather data about the costs, services and use of the central libraries of the public library systems, analyze the data, and make recommendations for the most effective and cost effective achievement of the goals of the program.

- Identify data needed for decision making about central libraries.
- Gather data about the costs, services, and use of the central and cocentral libraries.
- Analyze the data.
- Develop recommendations for the most effective and cost effective achievement of the goals of the program.
- Discuss the recommendations with the library community.
- Implement changes if needed.

D2. Provide direct access to the New York State Interlibrary Loan (NYSILL) network for all types of library systems.

- Conduct pilot project.



VAILABLE

THE TIMETABLE

Goals and Activities for SED

E. Every library system will participate equitably in the Statewide Library Network.

E1 Seek adequate funding for systems to carry out regulations and programs.

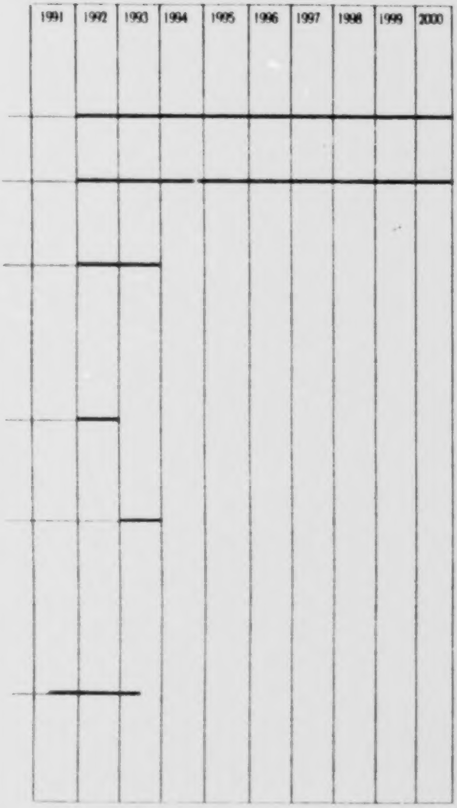
E2 Target State and Federal funds for the further development of the Statewide Library Network.

E3 Provide a process for all systems in a region concurrently and cooperatively to develop the portion of the revised plans of service related to participation in the Statewide Library Network.

E4 Eliminate the regulation requiring other types of systems to be represented on school library system councils.

E5 Clarify the objectives of the Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program and make such changes in law and regulations as may be needed to assure the capabilities of the Statewide Library Network.

E6 Conduct regional working sessions of all system directors to address issues of library system structure unresolved after the systems conference.



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NOTES ON BACKGROUND

In 1987, the Division of Library Development (DLD) of the New York State Library contracted with King Research, Inc. (KRI) to study New York State's library systems. KRI submitted its final report, *Library Systems in New York State: 1989*, in April 1989. KRI's data demonstrated unequivocally that the systems provide important and cost-effective services to libraries, improve services to the State's residents, and provide a means of sharing resources among libraries of various types. KRI pointed out that despite the "many positive aspects" in systems, there are "serious problems with some Library Systems" in both cost and satisfaction of their members. KRI also identified accountability to members and the State as [illegible] "weakness," and found problems in governance and intersystem cooperation. The KRI report includes 83 recommendations to assist the systems, member libraries, the State Education Department, and the Regents.

In September 1989, the Regents adopted a statement on the study results, *Library Systems in New York State: Opportunity for Greater Service*, which provided focus at nine regional Regents meetings in October and November 1989. These meetings were held to obtain library community response to the study and encourage and facilitate communication with SED and the Regents.

Following these meetings, DLD and the Bureau of School Library Media Programs (BSLMP) of the Office of Elementary and Secondary Education developed a position paper, *Library Systems in New York State: Toward the 21st Century*, that assessed the KRI recommendations against staff experience, the library community's responses to the KRI report, and the environment in which systems operate today. *Library Systems in New York State: Toward the 21st Century* outlined a vision for systems in the 1990s and beyond and outlined the dual mission of library systems. After Regents' review, this paper served as a discussion paper at a two-day meeting of representatives of systems in September 1990. Opinions about the ideas in the paper were expressed at this conference, in four regional meetings, and in 28 letters from individuals and five position papers from directors' organizations.

As a result of the study, the related communications mentioned above, staff analysis and internal meetings, the Division of Library Development and the Bureau of School Library Media Programs developed this action plan. Staff members have taken into consideration the library community's interests and opinions. With two notable exceptions, there was widespread support, at least conceptually, for the recommendations proposed in

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Library Systems in New York State: Toward the 21st Century for System Mission I. Some sectors of the library community expressed resistance to permitting member library directors to serve on public library system boards of trustees, and some expressed apprehension over the discussion of contracting.

The question of contracting was clouded by its potential for changing existing intersystem relationships, as well as the apprehension that the State would force the systems to contract. There was also concern that if the State were to insist upon contracting between and among systems to save money, costs might actually increase and services might be less effective when compared to those currently being provided by systems. Some systems and libraries are currently contracting for services. It can be assumed that contracting will look more attractive to system directors, boards, and members as economic conditions force reevaluation of spending patterns.

As indicated in the body of this paper, there was no clear consensus on the recommendations for System Mission II related to the structure of the library system network. At the request of the library community, further discussions will be held before any decisions are made. Technological developments were supported and will move forward.

The following documents provide additional background information.

King Research, Inc.
Library Systems in New York State. 1989. 287 p. plus appendices.

Library Systems in New York State: Opportunity for Greater Service. A Regents policy statement, September 1989. 4 p.

Report on the October-November 1989 Regents Meetings on Library Systems in New York State. 1990. 14 p.

Library Systems in New York State: Toward the 21st Century. 1990. 26 p.

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SPECIAL PUBLIC LIBRARY DISTRICTS

A Growing Trend in Financing Local Libraries

Joseph A. Glazer, Esq.
Prepared while a student at Albany Law School, Albany, New York
Fall Semester 1988

[Provided to the Sub-committee on Libraries for inclusion in this report by permission of Joseph A. Glazer, Esq., December 1991]

the registered voters of the area encompassing the district, with election law governing those elections, it has the appearance of a true governmental body. Under Sec. 255, a special library district also has the powers of eminent domain, which usually is only reserved for municipalities.

As such, the special public library district is either a governmental body or a quasi-governmental body, and even though the specific real has not been established under statute or case law, it appears that the Bill of Rights for Local Governments under Article IX of the state constitution is mostly applicable to them.[12]

WHY BECOME A SPECIAL PUBLIC LIBRARY DISTRICT

There are many advantages to being a special public library district, and to elaborate on those mentioned above, becoming such an entity creates more independence and self-determination than any of the other three types. A special public library district answers only to the voters, with its own budget development process, and the ability to create its own boundaries.

The creation of a special public library district and thus a tax base removes dependency upon grants from local governments, gifts and bequests, and continuous fundraising. With a tax base, there is a definite source of revenue, which can be fairly and accurately estimated, and does not have to be negotiated with a number of outside influences, like town boards and estate lawyers. However, special public library districts are not precluded from receiving gifts, doing fundraising, or being estate beneficiaries.[13]

While the budget does go to a vote annually, the worst case scenario after the establishment of the district would be a loss at the polls for the proposed budget, resulting in the present budget being continued unchanged for the next year, until the subsequent election.[14]

As stated earlier, when a town runs into financial difficulties, it appears (from some of the supporting documentation of the various libraries that have attempted to establish special districts) that due to the importance of police, water, sewer, and public highway funding, libraries and other community programs seen to suffer.

Bequests also pose a specific problem for libraries. The funds or property that are granted are often earmarked for specific purposes, and have special conditions attached to them. Budgets made up of tax funds are much more flexible.

THE CREATION PROCESS

Section 255.1 of the Education Law simply lays out the requirement for a vote or referendum, actually the mid-point of the process. That is only a small portion of the process of creating a special public library district. Most of the guidance and requirements for the creation of the district are found in the enabling legislation that is the groundwork for the process. The legislation that created the Rosendale special public library district (S6201-A, A.6339, Chapter 530 of the laws of 1987, signed into law on July 30, 1987) governs most aspects of the instituting process (Appendix B).

To be discussed in grater detail in the next section, the legislation creates framework for organization and structure, finances, charter and commencement of operations, ad valorem levy, Education Law, Town Law, and effective date.

In the Mid-Hudson Library System Newsletter (November, 1988) (Appendix C), the West Hurley special public library district director drafted a concise chronology for the creation of their district. They were created subsequent to the one in Rosendale, and Rosendale's director and Board of Trustees assisted in West Hurley's successful effort.

In establishing a special public library district, it was estimated that two years would be required from start to finish. It is recommended that the requisite legislation be introduced early in the legislative session of the first year. Using the West Hurley timetable, with certain additions that I think are pertinent, the recommended path is as follows:

March, year 1 - The association library board votes to start the process. Boundaries must be determined, and the only conflict that apparently must be avoided is overlapping special public library districts. Someone must be chosen to Chair the effort, and is recommended that someone be chosen to deal with newsmedia as well.

June, year 1 - The town board of the municipalities that will be affected should be met with, in reference to the plan to change status. This is for informational purposes only, as a home rule letter is part of the process in the future.

September, year 1 - Determine whether the State Assemblyman or Senator for the district will spearhead the effort in the legislature. Even though the bill must pass both houses, duplication of efforts can and should be avoided. One particular aide in that member's office should be assigned to the issue.

October, year 1 - Through this member of the legislature, obtain a copy of some other special public library district's enabling legislation. This can be used, in that these bills are all quite similar, as a model for a future district. The aide in charge of shepherding should help draft legislation at this point, for introduction as early in the upcoming legislative session as possible. This is probably the time to involve an attorney, so that all legal issues can be resolved as they occur.

January, year 2 - A final draft of the proposed legislation should be available. It should be reviewed, and a person with the transition committee made responsible for tracking it. It may be appropriate to formalize the transition committee at this point.

February, year 2 - The bill should be introduced in both houses, and copies of both the bill and the memo should be made available to the committee members. Plan the time frame for future activity, using the various dates and legal mandates from the bill to plot strategy. Copies of the bill should be given to the town board. In that various sections of law from other Chapters are determinative in the legislation and cited in the bill, those sections should be read and their affect understood.

March, year 2 - Changes in the programs that the library has developed will be required under the new district. These changes should be determined, and implementation begun.

Begin to develop the new budget. This will be an on-going and time consuming process, and must be devised in such a fashion that the voters will not be shocked or disaffected by it. A maximum amount should be focused upon, and this should include a maximum average cost per household.

Status of employees must be determined, commensurate with Civil Service regulations. Begin to collect public feedback, and use this to determine the political tactics that will help get the plan through the voters. Start working with the newsmedia now, and develop a friendly positive relationship that will help the cause later.

Legal questions will become more prevalent at this point, and the attorney will become more greatly appreciated now.

April, year 2 - The proposed budget should be in draft form, and earnest work on it should occur. Begin to develop an effective plan to for community awareness. Reach out to members of the association, as they will not only be strong supporters of Library, but most will be actively in favor of the change in library status. The legislative aide working on the project should have the home rule letter to the town board sent out. Supporters of the change should be present at the town board meeting where the home rule letter is voted on, as it is necessary, in that it gives the special public library district its independent status.

the registered voters of the area encompassing the district, with election law governing those elections, it has the appearance of a true governmental body. Under Sec. 255, a special library district also has the powers of eminent domain, which usually is only reserved for municipalities.

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March, year 2 - Changes in the programs that the library has developed will be required under the new district. These changes should be determined, and implementation begun.

Begin to develop the new budget. This will be an on-going and time consuming process, and must be devised in such a fashion that the voters will not be shocked or disaffected by it. A maximum amount should be focused upon, and this should include a maximum average cost per household.

Status of employees must be determined, commensurate with Civil Service regulations. Begin to collect public feedback, and use this to determine the political tactics that will help get the plan through the voters. Start working with the newsmedia now, and develop a friendly positive relationship that will help the cause later.

Legal questions will become more prevalent at this point, and the attorney will become more greatly appreciated now.

April, year 2 - The proposed budget should be in draft form, and earnest work on it should occur. Begin to develop an effective plan to for community awareness. Reach out to members of the association, as they will not only be strong supporters of Library, but most will be actively in favor of the change in library status. The legislative aide working on the project should have the home rule letter to the town board sent out. Supporters of the change should be present at the town board meeting where the home rule letter is voted on, as it is necessary, in that it gives the special public library district its independent status.

May, year 2 - The bill should pass the legislature, and be sent to the Governor for signature. It may require a little assistance from both sponsors, the Senator and the Assemblyman, to get the Governor to sign it quickly. In that the dates for the vote, as well as public notice requirements, are in the bill it should be signed as swiftly as possible.

June, year 2 - The proposed budget should be finalized (Appendix D). The tax rolls should be reviewed, and rate per thousand for the district should be used to determine the average cost per household, as well as other tax information that may have to be revealed to the public in the public hearing forum. All matters that have arisen, or may be brought out should be thoroughly thought through. A fact sheet, similar to the one used in the previous section of this paper, should be prepared. After the Governor signs the legislation, it should be extensively distributed.

Prepare a presentation for the requisite public meeting. Develop the petitions that are required to hold the referendum (Appendix E-1), and begin to circulate them. Although only 25 signatures should be required, try to get at least 100. Not only does this protect against discrepancies, each signatory is a prospective "yes" vote. The bill should be signed by the Governor by the end of the month.

July, year 2 - Prepare election notices for the newspapers and posting. Decide when and where to hold the public meeting and the election. Use the library if possible; it is difficult for a person to bote against something they are standing in. Request the registered voter lists for the district from the County Board of Elections. Decide which trustees will be up for election at this balloting, under the staggered election system created in the legislation.

Complete the circulation of the petitions, and file copies with town clerk. Call the newsmedia and discuss you progress; this should be seen as a possibility for favorable news coverage
verge.

August, year 2 - Public notices must be placed in the paper (Appendix F), as well as public posting, within the structure (the time frame and specifics on posting should be in the legislation) provided in the enabling law.

Voter registration lists should be available. Select election inspectors for the day of balloting. It is best, although not stated in the legislation, to use those that actually work on elections, in that they know the process and election rules, and are worth paying to help things run smoothly. Prepare the ballots (Appendix E-2). Hold the public meeting and any other informational sessions as may be thought necessary. Hold a separate open house at the library.

The names, phone numbers and addresses of the people who signed the petitions, as well as other people known to be supportive, and the association members should be compiled. If the committee can obtain sufficient funds, all of these people should be contacted, independently of the library, and reminded to vote. They should receive a letter from the association board, and phone calls the night before the election, asking them to vote "yes".

September, year 2 - The election is held pursuant to the law, and the results should be filed with the town clerk. The forms required for changing the library charter should be obtained from the State Library, Regents, or the State Education Department. The budget estimates and the final budget should be filed with the town clerk as well. The board of trustees should be reformed pursuant to the enabling law.

January, year 3 - The tax billing process should be checked to make sure that all is right.

It is obviously a time consuming process, and one that can be a strain on the participants. To help alleviate some the problems, as many people as deemed manageable should be recruited to assist in the transition committee. It appears that diligence is the operative word, however.

THE LEGISLATION

For purposes of example, I will use the Rosendale Library bill, (Appendix B). Although most of the bills are distinctly similar, with the exception of the Poughkeepsie draft, which covers the same areas of law but in different order, they do in dates of elections and may differ as to number of trustees on the board, as well as those up for election in any given year.

According to the attached bill memo, the purpose of the bill is to provide legal authority for the establishment of a library district in the town of Rosendale. This same type of legislation may be required to expand a special public library district, as in the case of the Clifton Park library District. The Clifton Park special library district was established by chapter 519 of the laws of 1985. Chapter 116 of the laws of 1987 enlarged the Clifton park library district to include a portion of the town of Half Moon. The expansion had to be approved by ballot of all the qualified voters in the district to be created. Other than the enlarging aspect, even that bill is quite similar.

The justification for the legislation, pursuant to the bill memo, is to "provide a sounder financial basis for library services in Rosendale, Ulster County, While at the same time retaining local home rule and the autonomy of town government."

Section 1 of the bill[15]creates the specific public library district, defining the boundaries as including all of the town of Rosendale.

Section 2 guides the election process, requiring a referendum of voters of the town, to determine the establishment of the district, approval of the budget and the initial two members of the board of trustees. It also designates a petition process, with a minimum of twenty-five signatures from duly qualified voters.

It further directs the members of the association library board of trustees to give public notice in one or more newspapers not less than thirteen days and not more than twenty days prior to the date of the election. There is also a requirement of posting copies of the notice in conspicuously in five places prior to election, with the same date restrictions. The notice is mandated to specify time, place, the issues to be decided, and the hours for polling. As an aside, the Rosendale library association developed a sign for posting, and placed them in post offices, the library and some of the stores in the community (Appendix G).

After the votes are cast, the law calls for an immediate tally of the votes, and the results to be filed with the town clerk within seventy-hours.

Subsection 2 of section 2 of the bill creates the annual election, following the establishment of the special public library district, for the purpose of approving the next year's budget, and selecting the next two board member's. While the budget automatically appears on the ballot, the board members must adhere to the twenty-five signature petition rules above.[16]

Section 3 creates the organizational structure, with the district having a board of trustees with eleven members. They are to choose by lot at the first regular meeting of the board the staggered terms that each will hold. It designates the offices of president and vice-president, clerk, treasurer, and any other offices as deemed necessary, to be chosen and decided by the board. The board has the option to allow non-members to hold the position of clerk and treasurer.

Section 4 governs finances, with the initial budget approval being voted upon at the start-up election. The board shall file annually with the town clerk an estimate of the proposed budget, for the purpose of preparing tax estimates and bills. The town board is not permitted to make any changes in the estimate of revenues or expenditures submitted in its preparation of the preliminary town budget.[17]

Subsection 3 directs the town board to levy against the real property lying within the town of Rosendale for the total expenditures as they were approved by the vote, and grants the town the power to issue tax anticipation notes, revenue anticipation notes, and budget notes for financing of the library. Subsection 4 grants the town the power to authorize, issue and sell bonds, notes or other evidence of indebtedness in order to permit the purchase or improvement of facilities. Subsection 5 allows the library to continue to receive gifts, devises or banquests, both absolute and conditional. Subsection 6 covers the taxes as they are collected by the town, and their investment. The Town Supervisor is directed to pay over all moneys which belong to or are raised for the library district.

The charter, commencement of operations, and transfer of property is covered in section 5. The initial trustees must apply to the board of regents for a charter for the new district within thirty days of the election.

Section 6 relates to ad valorem levy, determining that the several lots and parcels of land in the district are benefitted by the library facilities and services, and thus applicable for such tax levy.

Sections 7 and 8 state that except as otherwise provided by this legislation, the education and town are applicable, and that the Rosendale special public library district shall constitute an improvement district under the town law.

STATUS AS AN IMPROVEMENT DISTRICT

Town Law section 190 governs improvement districts. It creates provisos for " sewer, drainage, water, water quality treatment, park, public parking, lighting, snow removal, water supply, sidewalk, a fallout shelter district or refuse and garbage district, aquatic plant growth control district," as well as a " harbor improvement district, a public dock district, or beach erosion control district."[18] However, there is no authority for the establishment of an insect control district.[19]

Apparently, districts for separate purposes can overlap, such as having a water district and parking district within the same boundaries; but the law specifically states that "no water supply district shall be established or expanded to include lands situate within the boundaries of a water district."[20] The intent of this is obviously to prevent overlapping of services and duplicate taxation.

Yet, due to the lack of boundary guidelines for the different types of public library districts, such overlapping ca occur, and has already caused a problem in the town of Rosendale, as the City of Kingston Consolidated School District, which includes part of the town, attempted to create a school district public library within a year of the Rosendale's status change. The school district's effort failed at the polls, in large part due to the issue of duplicate taxation and harm to local services provided by the Rosendale library.

THE BOUNDARY ISSUE

Section 255 of the education Law allows county, city., village, town, school district or other body authorized to levy and collect taxes to establish a public library. In light of that, a given area may potentially fall within a maximum of five different library districts (County, town[or city], village, school district or special district). Each of those libraries would be entitled to a tax levy, and without a specific bar within the statute, there appears to be no issue arising concerning duplication of taxation.

The greatest problem appears to be in the upstate region, with conflict between school districts that encompass large geographical areas and association libraries working to improve their financial standing through the special district route. In that there is no requirement for coterminous or contiguous boundaries, and school districts, which do not appear to frequently cross county lines but have no prohibition against encompassing any portion of a town, village or city, the potential for turf battles like the one caused by the Kingston school district abounds. The power to draw school district boundaries reside within the school system itself.[21] The boundaries of a special public library district, as discussed above, are part of the enabling legislation.

Thus, the overlapping and concurrent taxation at a number of levels, all to support libraries, appears to digress the special districts from the status of improvement districts. Improvement districts appear in and of themselves to eliminate redundancy solely based upon the issue of efficiency. There is no need for two sewer districts in one neighborhood; one is sufficient. Fire districts, governed by section 170 of the Town Law, cannot overlap.[22]

Why then is there a problem with overlapping library districts?

For the most part, it appears to stem from the fact that libraries already in existence are trying to change their status, from highly dependent association libraries to special public library districts, while school districts are trying to separate the library function from other school needs, and thus decrease the size of the pie that their funds must cover.

The problem arises from the process of library creation itself. In that libraries have been built and developed randomly, without any planning similar to that of most improvement districts, this problem will continue to occur. Libraries were established to serve the needs of a given area, or because of a gift or bequest, and thus have sprouted wildly rather than being cultivated.

The public has been, and will continue to be hard-pressed to understand the role of multiple libraries, and will probably grow to oppose such duplication. It is, after all, another tax levy; not a popular item with today's voters. As such, the problem must be addressed soon, before wholesale remediation is necessitated. That will be discussed in the conclusion of this paper.

CONCLUSION

Special public library districts are a very useful method for improving the financial stability of a local library. With a workable tax base that receives a few dollars from each family in the community, much can be accomplished, and libraries can grow and build independent of so many outside factors.

Yet the process of becoming a special public library district is confusing and disjointed; the people who have made the efforts to create them have found themselves continually reinventing the wheel.

Additionally, the problem of overlapping districts will become both a political issue and a disincentive to progress. As confrontations between overlapping municipalities become more abundant, it will instill a negative air to a very positive action. Both of these problems must be remedied so that the current trend toward library self-sufficiency can continue.

The process itself, although complicated unto itself, can and should be confided under Article 5. It would generally entail taking the process as defined in each individual piece of enabling legislation and turning it into a statute or a group of statutes. This would allow for the development of standards and guidelines in the process, as well as pool of information, a centralized bank for legislative history and justiciability for difficult questions like those found herein.

The question of overlapping boundaries is a little more difficult. While there should be some limits placed upon the number of districts that a given area can be deemed to be within, such restrictions must protect against the creation of a race to the clerk's office. If an area is limited to only being in one district, it would probably send school district public libraries the way of the dinosaur. However, not all areas within a given school district would automatically be absorbed into special public library districts, without a movement in the respective area to create one. Due to randomness in the creation of boundaries, some small pockets of municipalities could be left without the option of creating a district, being too small to generate enough tax funds through a reasonable and publicly acceptable levy.

Arbitrarily picking a number, 2 for example, and stipulating that any given area cannot fall within any more than that number of public library districts would create a race to the clerk's office, as well as a vast potential for consolidation of small association and newly formed special district public libraries into larger, probably school district libraries, and multiple lawsuits among those that want consolidation and those that refuse to join.

I would recommend that the law be changed to limit an area to being within a school district public library district and any one of the other forms of public library districts. This can be done by amending the Education Law, in relation to school districts, to codify the two types of districts, and express the limits within the pertinent sections.

While this would still result in some dashes to the clerk's office, they would probably be less numerous. There appears to be less competition between counties and towns and villages or cities, than there is amongst school districts and the towns and villages or cities.

Further, school districts would have much of their competitive element eased, in that voters would know the limits within the law, and would probably be more supportive, knowing that their local libraries would not be endangered. from the clippings and the materials distributed during the Kingston school district library effort, it appears that such may have been two of the primary reasons for its defeat. A third, the fact that the voters of the Kingston City Schools Consolidated district do not get to vote on the budget to begin with, and thus may have been exercising a vote against the entire as well, is of little importance beyond mention in this paper.

It appears that we have created a mechanism that can allow libraries to stand on their own. But it is incumbent upon the legislative system to prevent the library community from destroying itself from within by competing for taxpayer dollars. It should be done with deliberate speed and diligence.

In conclusion, I wish to thank all those who rendered assistance in the production of this paper, including, but of course not limited to, Rosendale Library Board President Richard B. Glazer, Rosendale Library Director, and the N.Y.S. Assembly Subcommittee on Libraries, Hon. Cynthia Jenkins, Chairwoman.

NOTES

1. N.Y. Education Law, Article 5 (Mckinney 1988)
2. N.Y. Education Law Section 253 (Mckinney 1988)
3. Rosendale Library Fact Sheet (Appendix A)
4. fact Sheet, ib
5. Fact Sheet, ib
6. Fact Sheet, ib
7. Fact Sheet, ib
8. Fact Sheet, ib
9. Fact Sheet, ib
10. N.Y. Town Law Section 190 (Mckinney)
11. N.Y. Education Law Section 255.1 supra.
12. New York State Constitution, Article IX, Bill of Rights for Local Governments, (Mckinney 1987)
13. Education Law Section 255 supra.
14. ibid
15. Chapter 530, Laws of 1987, July 30, 1987 (Mckinney 1987)
16. Chapter 530, supra., section 2, subsection 2
17. Chapter 530, supra., section 4, subsection 2
18. N.Y. Town Law Section 190 (Mckinney 1987)

19 24 Op.State Compt. 692 (1968)

20. Town Law Section 190, supra.
21. see, Education Law, supra., Sections 1801, 1507-1509, 2215, etc.
22. Town Law, supra., Section 170.1

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Rosendale as ASSOCIATION LIBRARY	Rosendale as PUBLIC LIBRARY	Rosendale as SCHOOL DISTRICT PUBLIC LIBRARY	Rosendale as SPECIAL PUBLIC LIBRARY DISTRICT
HOW ESTABLISHED	**HOW ESTABLISHED**	**HOW ESTABLISHED**	**HOW ESTABLISHED**
By vote of Association members.	By vote of town board.	By vote of school district voters.	By vote of NYS Assembly, Govenor and District voteR
CHARTER	**CHARTER**	**CHARTER**	**CHARTER**
Regents incorporate by charter	Regents incorporate by charter	Regents incorporate by charter	Regents incorporate by charter
TAX FUNDS	**TAX FUNDS**	**TAX FUNDS**	**TAX FUNDS**
Can receive tax funds as part or all of budget. Usually by contract with town board.	Budget approved by Town Board.	Budget approved by school district voters.	Budget approved by District voters.
FUND RAISING	**FUND RAISING**	**FUND RAISING**	**FUND RAISING**
Association and/or trustees may do so which constitutes all or part of budget.	Trustees may do so but it is not recommended.	Not necessary.	Not necessary. yet continue to have library fr
TRUSTEES	**TRUSTEES**	**TRUSTEES**	**TRUSTEES**
Number: 5-25 members. Elected from among association members. Term of Office: set by bylaws. Officers: President, VP, Secretary, Treasurer. Responsible to association membership and to Regents. Have complete control over library disbursements.	Number: 5-11 members. Appointed by town board. Term of Office: 5 years. Officers: President, VP. Treasurer: Town Treasurer or paid employee. Secretary: Librarian or paid employee. Must be residents of town. Responsible to town board, public and Regents. Have complete control over library disbursements.	Number: 5-11 members. Elected by school district voters. Term of Office: 5 years Officers: President, VP. Treasurer: school district treasurer or paid employee. Secretary: Librarian or paid employee. Must be residents of school district. Responsible to school district voters and Regents. Have complete control over library disbursements.	Number: 5-11 members. Elected by District voter Term of Office: 5 years. Officers: President, VP. Treasurer: paid employee. Secretary: Librarian or paid employee. Must be residents of District Responsible to District voters and Regents. Have complete control over library disbursements.
LIBRARY DIRECTOR	**LIBRARY DIRECTOR**	**LIBRARY DIRECTOR**	**LIBRARY DIRECTOR**
Appointed by trustees. Educational requirements - bachelor's degree. Has responsibility for day-to-day running of library.	Appointed by trustees. Educational requirements - bachelor's degree. Has responsibility for day-to-day running of library. Retirement benefits through town.	Appointed by trustees. Educational requirements - bachelor's degree. Has responsibility for day-to-day running of library. Retirement benefits through school district.	Appointed by trustees. Educational requirements bachelor's degree. Has responsibility for day-to day running of library. Retirement benefits through town.

Fact Sheet

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ROSENDALE LIBRARY
P.O. Box N
Rosendale, N. Y. 12472
914-658-9013

Fact
Sheet

Appendix A:

The following list is the series of steps Robert Simmons, Mid-Hudson Library System Adult Services Consultant, advises that we need to follow to create a Special Public Library District for the Rosendale Library:

*decide boundaries

*OK by the library Board to proceed, that it is a good step...

*report plans to the Town governing board & hopefully get their approval (approval not necessary, however)

*contact State Assemblyperson & State Senator and ask that they propose a bill

*write up bill, who? how? what?

*bill passed in Albany, Governor signs

*people in Rosendale vote 'yes' or 'no', approve budget, and vote for first Library Board of Trustees members of the new district

*Library Association votes itself out of existence, notifies the State that the library is no longer an Association library

*new trustees apply to the State for a charter and write by-laws

This process is new and has not been made easy or even written down and formulated into anything very concrete; each community and library needs to wrestle with its own particular circumstances. It will probably take about 2 years for us to succeed (or fail) in becoming more autonomous and in establishing a financial base.

Wendy A Alexander 10.8.86

[illegible]

HE Appendix B:

Bill Number: Assembly 6339 Senate________ × Memo on original draft of bill
___ Memo on amended bill

Sponsers: Members of Assembly: HINCHEY

Senators: ____________

ntroduced at the request of ____________

itle of Bill: AN ACT to establish a library district in the town of Rosendale, Ulster county

urpose or General Idea of Bill: To provide legal authority for the establishment of a library district in the town of Rosendale

ummary of Specific Provisions: A library district consisting of the town of Rosendale is created; provisions for voter approval of the district are provided; nominations and elections of boards of trustees; organization and management of the new library district; role of the town government in financing is explained; and provisions for chartering the library through the Regents are delineated

ffects of Present Law which This Bill would Alter: A new library district would be createed for the town of Rosendale, Ulster county

ustification: This legislation would provide a sounder financial basis for library services in Rosendale, Ulster county, while at the same time retaining local home rule and the autonomy of town government.

or circumstances and the two states hereby declare that they would have entered into this act or the remainder thereof had the invalidity of such provisions or application thereof been apparent.

§ 3. This act constitutes an agreement between the states of New York and New Jersey, supplementary to the waterfront commission compact and amendatory thereof, and shall be liberally construed to effectuate the purposes of said compact and the powers vested in the waterfront commission hereby shall be construed to be in aid of and supplemental to and not in limitation of or in derogation of any of the powers heretofore conferred upon or delegated to the waterfront commission.

§ 4. This act shall take effect upon the enactment into law by the state of New Jersey of legislation having an identical effect with this act, but if the state of New Jersey shall have already enacted such legislation, then it shall take effect immediately; and further provided that the waterfront commission shall notify the legislative bill drafting commission upon the occurrence of the enactment of the legislation provided for in section one of this act in order that the commission may maintain an accurate and timely effective data base of the official text of laws of the state of New York in furtherance of effecting the provisions of section forty-four of the legislative law and section seventy-b of the public officers law.

ROSENDALE, TOWN OF—LIBRARY DISTRICT

CHAPTER 530

Approved and effective July 30, 1987

AN ACT to establish a library district in the town of Rosendale, Ulster county

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

§ 1. Notwithstanding the provisions of any general, special or local law to the contrary there is hereby created and established in the county of Ulster a public library district which shall include all of the town of Rosendale.

§ 2. Election. 1. The public library district herein described shall not come into existence unless and until it is approved and the initial proposed budget is approved by a vote of the majority of the qualified voters voting in an election held pursuant to the following provisions. Upon receipt of a petition signed by not less than twenty-five voters qualified to vote at a general town election from the public library district hereby created requesting such an election, the board of trustees of the Rosendale library shall give notice of an election to be conducted on the first Thursday in September of nineteen hundred eighty-seven. At said election the issues shall be:

(a) whether the public library district herein described shall be created or not;

(b) whether the budget therefor proposed by the board of trustees of the Rosendale library shall be approved or disapproved; and

(c) the election of two trustees as hereinafter provided. The trustees of the Rosendale library shall give notice of said election by the publication of a notice in one or more newspapers having a general circulation in the district to be served. The first publication of such notice shall be not less than thirteen days and not more than twenty days prior to the date of such election. In addition, the board of trustees of the Rosendale library shall cause copies of such notice to be posted conspicuously in five public places in the district at least thirteen days prior to the date of such election. Such notice shall specify the time when and the place where such election will be held, the issues to be decided at said election and the hours during which the polls will be open for receipt of ballots. The board of trustees of the Rosendale library shall prepare the ballots for such elections and the polls shall remain open for the receipt thereof at all elections from seven o'clock p.m.

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until ten o clock p m , and such additional consecutive hours prior thereto as the board of trustees of the Rosendale library may have determined and specified in the notice thereof. The board of trustees shall designate a resident taxpayer of such district to act as chairman of any election of such district and shall designate not less than two nor more than four resident taxpayers to act as election inspectors and ballot clerks at such elections. No trustee shall serve as such chairman or as an election inspector or ballot clerk. The board of trustees may adopt a resolution providing that such chairman, election inspectors and ballot clerks shall be paid for their respective services at the initial election or at any annual election or at any subsequent special election. Such resolution, if adopted, may fix reasonable compensation for the services of each such official. Every voter of the town of Rosendale otherwise qualified to vote at a general town election shall be qualified to vote at said election. After the polls have been closed at said election, the election inspectors and ballot clerks shall immediately canvass publicly the ballots cast and the chairman of the election shall publicly announce the result. Within seventy-two hours thereafter, the chairman, election inspectors and ballot clerks shall execute and file a certificate of the result of the canvass with the board of trustees and with the town clerk of the town of Rosendale.

2. In the event that the district is created, then there shall be an annual election conducted by the board in accordance with the provisions of subdivision one hereof at a time to be set by the board, at which election vacancies on the board of trustees shall be filled and at which any proposed budget which the board shall determine to submit to the voters pursuant to section four hereof shall be submitted to the voters.

3. Candidates for the office of member of the board of trustees shall be nominated by petition. No vacancy upon the board of trustees to be filled shall be considered a separate specific office. A separate petition shall be required to nominate each candidate for a vacancy on the board. Each petition shall be directed to the secretary of the district, shall be signed by at least twenty-five qualified voters of the district, or two percent of the voters who voted in the previous annual election of the members of the board of trustees, whichever is greater, (such number to be determined by the number of persons recorded on the poll list as having voted at such election) shall state the residence of each signer, and shall state the name and residence of the candidate. In the event that any such nominee shall withdraw his candidacy prior to the election, such person shall not be considered a candidate unless a new petition nominating such person in the same manner and within the same time limitations applicable to other candidates is filed with the secretary of the district. Each petition shall be filed in the office of the secretary of the district between the hours of nine o clock a.m. and five o clock p.m., not later than the thirtieth day preceding the meeting or election at which the candidates nominated are to be elected.

4. At any election in such district, the voters may adopt a proposition providing that, in all subsequent elections, vacancies upon the board of trustees shall be considered separate specific offices and that the nominating petitions shall describe the specific vacancy upon the board of trustees for which the candidate is nominated, which description shall include at least the length of the term of office and the name of the last incumbent, if any. No person shall be nominated for more than one specific office. Such procedure shall be followed with respect to all nominations and elections in subsequent years until and unless such proposition is repealed by the electors of the district at a regular election by the adoption of a proposition to repeal the same.

§ 3. Organization and structure. The Rosendale public library district shall be managed, operated and controlled by a board of trustees consisting of nine members, the members of the board of trustees of the Rosendale public library in office on the date the district comes into existence, except for two such members to be determined by that board, shall, together with the two trustees elected at the initial election, constitute the board of the library district herein established. These trustees shall at the first regular meeting of the board determine by lot the year in which each of their terms of office expire, and the terms shall expire as follows: After one year—two trustees; after two years—three trustees; after three years—two trustees; after four years—two trustees. As vacancies occur trustees shall be elected at the annual election herein provided for to serve for four year terms by the voters of the library district hereby created, said terms

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to commence on the first day of January next following the election. Only qualified voters of the district shall be eligible for election to the board of trustees. The board of trustees at its first meeting each year shall elect or appoint a president and vice-president who shall be members of the board and a clerk, treasurer and such other officers as they deem necessary. If the board so determines, the offices of clerk and treasurer may be held by individuals who are not members of the board of trustees, and in that event, these officers may, if the board so determines, receive compensation as fixed by resolution of the board.

§ 4. Finances. 1. The initial budget for the Rosendale public library district shall be determined by a vote of the voters of the district in the initial election as hereinafter provided for. All future budgets that increase or decrease the appropriation last approved by the voters shall be submitted to the residents of the library district for approval by a majority of those residents voting at the annual election of trustees held pursuant to section two hereof. Funds voted for library purposes at the initial election and at all future budget elections shall, unless otherwise directed by such vote, be considered as annual appropriations therefore until changed by future vote and shall be levied and collected yearly in the same manner and at the same time as other town charges.

2. The board of trustees shall annually file with the clerk of the town of Rosendale in the time and for the purposes specified in section one hundred four of the town law an estimate of the proposed budget including costs of library services to be raised by levy for the library district in the year beginning with the succeeding first day of January. The town board shall not make any change in the estimate of revenues or expenditures submitted by the board of the library district in preparation of its preliminary budget as required by section one hundred seven of the town law.

3. The town board of Rosendale shall in accordance with section six hereof levy against real property lying within the town of Rosendale for the total expenditures as approved by the voters as hereinbefore provided. The town board may issue tax anticipation notes, anticipation revenue notes, and budget notes pursuant to article two of the local finance law[1] to obtain the necessary moneys therefor.

4. The town board of the town of Rosendale shall have the power to authorize, sell and issue bonds, notes or other evidences of indebtedness pursuant to the local finance law in order to permit the library district to provide facilities or improved facilities for library purposes. Upon written request from the board of trustees of the library district, the town board of the town of Rosendale shall authorize, sell and issue such bonds, notes or other evidences of indebtedness as are necessary to accomplish the improvements specified in the notice. The proceeds of such bonds, notes, or other evidence of indebtedness shall be paid to the treasurer of the library district and maintained in a segregated fund in accordance with section one hundred sixty-five of the local finance law and expended by the treasurer only on specific authorization by the board of trustees.

5. The board of trustees of the library district may accept on behalf of the district any absolute gift, devise or bequest of real or personal property and such conditional gifts, devises or bequests as it shall by resolution approve.

6. The treasurer of the library district shall be custodian of all funds of the library district including gifts and trust funds paid over to the trustees. The board of trustees may authorize the investment of funds in the custody of the treasurer in the same manner in which town funds may be invested. Proceeds of obligations received from the town may be invested in accordance with section 165.00 of the local finance law. The presiding supervisor of the town of Rosendale shall pay over to the library district all moneys which belong to or are raised for the library district. No moneys shall be disbursed by the treasurer except after audit by the board of trustees. The board of trustees shall audit all claims and shall order the payment thereof, except as otherwise provided by this section. No such claims shall be audited or ordered paid by the trustees unless an itemized voucher therefor, certified or verified by or on behalf of the claimant in such form as the board of trustees shall prescribe, shall be presented to the board of trustees for audit and allowance. The provisions of this section shall not be applicable to payment of claims of fixed salaries and amounts which the library district may be

required to pay on account of retirement system contributions for past and current services to officers and employees of the library district. The treasurer shall keep such records and in such manner as the board of trustees may require.

---

[1] Local Finance Law § 10.00 et seq.

§ 5. Charter, commencement of operations, and transfer of property and employees. The initial trustees shall, within thirty days from the date of approval of the library district by the voters of the district, apply to the board of regents for a charter as a public library.

Upon the granting of such a charter by the board of regents, then title to all personal property, tangible and intangible, now held by the Rosendale library and the Rosendale library association shall be transferred to, vest in, and be acquired by the library district hereby established. Upon the granting of such a charter by the board of regents, all employees of the Rosendale library shall become employees of the library district upon the same terms and conditions of employment and at the same rate of pay as their previous employment by the Rosendale library.

§ 6. Ad valorem levy. The several lots and parcels of land within the area of said public library district are hereby determined to be benefited by the library facilities and services existing as of the effective date of this act and the town board of the town of Rosendale is hereby authorized to assess, levy and collect necessary expenses of operation, maintenance and repair of such facilities and services and such capital improvements including debt service on bonds, notes or other evidences of indebtedness of the town issued for the purpose of such library district as may be hereafter authorized pursuant to the provisions of this act from such lots and parcels of land in the same manner and at the same time as other town charges.

§ 7. Education law. Except as otherwise provided by this act, the provisions of the education law relating to public libraries shall be applicable to the public library district herein established.

§ 8. Town law. Except as herein provided, said library district shall constitute an improvement district within the meaning of the town law and shall be subject to all of the provisions thereof relating to improvement districts except such as are inconsistent with the provisions of this act.

§ 9. This act shall take effect immediately.

NEW YORK STATE HOUSING FINANCE AGENCY—ALLOCATION OF FEDERAL RENTAL ASSISTANCE PROGRAM ADMINISTRATIVE FEES RECEIVED BY

CHAPTER 531

Approved and effective July 30, 1987

AN ACT to amend the private housing finance law, in relation to allocation of federal rental assistance program administrative fees

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

§ 1. The private housing finance law is amended by adding a new section fifty-one-a to read as follows:

§ 51-a. Federal rental assistance program administrative fees

All administrative fee monies received by the agency from the federal government pursuant to section eight of the United States housing act of 1937,[1] as amended by the

Appendix C:

Family Literacy Project Concludes *continued*

Carol Snyder and Louise Barkhuff, Staatsburg (l. to r.), look on as Musical Munchkins, Eileen Oddo and Chris Petella, lead a singing game.

"Reading Together" has enabled the Mid-Hudson Library System to provide support to member libraries in providing programs and in publicizing the library as a great place for families.

PRESIDENT SIGNS WHITE HOUSE CONFERENCE BILL

President Reagan signed Public Law 100-832 in August authorizing a White House Conference on Library and Information Services (WHCLIS) to be held between September 1989 and September 1991. The law authorizes a $6 million Federal appropriation to provide states and territories with matching funds for assistance in preparing preconferences and in support of the National Conference on Library and Information Services (NCLIS). The NCLIS-sponsored Preliminary Design Group proposed three themes for the White House Conference: Literacy, Productivity and Democracy. Marlboro library director Elizabeth Manion is a New York State delegate to the conference.

Rx FOR BECOMING A DISTRICT PUBLIC LIBRARY
The West Hurley Way

The West Hurley Library dropped its association library status on September 1 when voters overwhelmingly (134-20) voted in favor of approving the library's proposed Special Legislative District status.

This report documents the steps the West Hurley Library took to achieve Special District Public Library status. No doubt, some of the steps will be missed, but enough of the major points will be recorded to create a viable working plan for other libraries interested in using the special district alternative to public library status. There is a standing offer of assistance and guidance from West Hurley to any library in the MHLS interested in following this plan.

It takes nearly two years of planning and work to achieve special district status. The public vote to create the special district public library and approve the first year's budget requires legislation to be introduced early in the spring session of the State legislature as soon as the budget has been approved.

The following plan assumes a year and a half of working time. Each of the items shown represents a unit of work we overtly did. Some of the items have an obvious need; some of them were done because we were told to do them and found out later the importance of the step. We do not have the space here to spell out the reasoning behind all of the recommended steps.

A great deal of thanks goes to the Director and Board of Rosendale Library for their assistance in detailing how they went about achieving public library status. Perhaps by documenting our recent effort for other libraries we can repay part of that debt.

MARCH

- Have the library board vote to start work on public library status.
- Determine bounds of special district. Check boundaries with school districts, fire districts, and other political entities.
- Select a chairperson to head the effort.
- Select a spokesperson and insure that all media questions are directed to the spokesperson.

JUNE

- Meet with the Town Board to inform them of your plan to change status. This is an information only session. They will get a letter of home rule later in the process.

SEPTEMBER

- Determine whether your State Assemblyman or Senator will head the effort. Contact them and ask for an aide to be assigned to work with you.

OCTOBER

- Get a copy of Bill 6340-B, our bill, and read it over. Determine what changes should be made for your library. Meet with the assigned aide to start work on drafting your bill.

Continued next page

Rx for Becoming a District Public Library *continued*

- Determine if a lawyer would be of assistance and get assistance from one now if necessary.

JANUARY

- Get a copy of final draft of your bill and read and reread it. Get all questions answered and corrections made. Determine how the bill will be tracked and its status reported to you.
- Put together a working committee if not already in place.

FEBRUARY

- Your bill gets introduced in the Assembly and Senate. Get 6 or more copies of the final bill and memorize it.
- Make a time line or PERT chart of the work that needs to be done to run the vote and deadlines.
- Meet with the Town Board and give them a copy of the actual bill.
- Get copies of all of the public laws referred to in your bill and read them.

MARCH

- Determine what changes in program you will need as a public library. Try to keep the changes to a minimum.
- Start work on your budget. Determine non-tax income. Set budget cap you think public will support and estimate per household cost.
- Determine Civil Service status and changes in benefits that may need to be made.
- Look for ways to improve the library's appearance and public image. Improve press releases on happenings at the library.
- Obtain the assistance of a lawyer as you will have questions now.
- Take monthly checks of items on the PERT chart.
- Make a list of unresolved questions and record answers as they are obtained.

APRIL

- Review first draft of the budget.
- Plan how you will inform patrons of the change in status. Start planning of public information meeting.
- Letter of home rule will be sent by aide to Town Board. Attend meeting when home rule voted on. Get a copy of the signed home rule letter.

MAY

- Bill passes Senate and Assembly. Find out when it is on the Governor's desk.

JUNE

- Budget completed.
- Call Town Assessor, after Grievance Day, for total assessed value in district and number of parcels.
- Determine cost to homeowners for tax supported portion of budget.
- All questions answered.
- Prepare a fact sheet to library patrons alerting them to the election and what it means. Send it out after Governor signs your bill and vote is set.
- Practice public information meeting presentation.
- Prepare election petitions and start circulating. Try to get 100 signatures.
- Governor signs your bill into law, celebrate for 2 minutes.

JULY

- Prepare election notices for newspaper and posting.
- Vote on paying election inspectors.
- Decide where to hold public meeting and election. Hold them in the library if at all possible.
- Contact County Board of Elections on how to get list of registered voters and how to handle voters who register after the list is created.
- Determine if ballot will be paper or machine. Plan on 10% of registered voters. Line up machine if it is to be used.
- File copy of completed petitions with Town Clerk.
- Determine which trustees will appear on this year's ballot.

AUGUST

- Send public notice of election to papers for publication.
- Post notices in public places.
- Get voter registration lists. Select election inspectors and meet with them to plan election.
- Prepare wording of the ballot and print paper ballots if used.
- Hold public meeting and any other information sessions. Hold an open house at the library.
- Create list of active library supporters and their telephone numbers. Line up people to call them the day before the election.
- Call library supporters and remind them of the library vote.

SEPTEMBER

- Hold the election. Vote passes. Celebrate for 5 minutes.
- File results of election with Town Clerk.
- Obtain forms for changing library charter (Pat Mallon at State Library).
- File budget estimates and final budget with Town Clerk.
- Re-form board of trustees according to legislation.

JANUARY

- Tax bills sent out. Anticipate some questions.

(This report was prepared by West Hurley library director Tamara Katzowitz.)

CONGRATULATIONS ...

... to the East Fishkill Community Library on its 50th anniversary and the opening of its new facility. The 7,300 square-foot building more than triples the size of the old library. Thousands of people contributed to the library's building campaign which began in 1983. The cost of the building is expected to be about $1 million, with nearly half of the total already raised.

Continued next page

Appendix D:

ROSENDALE LIBRARY
P.O. Box N
Rosendale, N. Y. 12472
914-658-9013

142

80 for
61 opposed

1989 BUDGET

ANTICIPATED INCOME:

County of Ulster	$ 4,000.00
Interest Income	12,500.00
Mid-Hudson Library System	1,000.00
Fund Raising	8,000.00
Library Fines / Copier Fees	1,500.00
	$27,000.00

EXPENSES

Salaries		$36,254.00
Benefits (Health Ins., FICA Expense)		5,500.00
Insurance:	Fire & Liability	1,600.00
	Disability	500.00
	Unemployment	300.00
Building Maintenance		2,000.00
Building Repair		1,000.00
Fuel Oil		3,000.00
Electricity		1,500.00
Telephone		800.00
Water/Sewer		300.00
Story Hours/Children's activities		2,000.00
Senior Programs		1,000.00
Books, Magazines, Videos, Periodicals		11,000.00
Office & Library supplies/ Postage		2,000.00
Rental & Maintenance office equipment		1,300.00
Capital Improvements		3,000.00
Computer Software		500.00
Scholarships		250.00
Fund Raising Expense		500.00
Elections Expense		150.00
		$74,454.00

Expenses	$74,454.00
Anticipated Income	27,000.00
AMOUNT TO BE RAISED BY TAXES	$47,454.00

Appendix E-1:

ROSENDALE LIBRARY
P.O. Box N
Rosendale, N. Y. 12472
914-658-9013

I, the undersigned, do hereby state that I am a registered voter of the Town of Rosendale and petition the community of Rosendale to hold an election to establish a library district in the Town of Rosendale, Ulster County, New York. That my present place of residence is truly stated opposite my signature hereto. Said referendum will be held between the hours of 6 pm and 10 pm on September 3, 1987.

NAME (print)	SIGNATURE	ADDRESS	DATE

ROSENDALE LIBRARY BALLOT

Appendix E-2:

I. Should the budget proposed for 1989 by the Board of Trustees of the Rosendale Library be approved?

YES ________ NO __________

II. Election of two Library Trustees:

Michael Hines _________

Anne Furey _________

ROSENDALE LIBRARY BALLOT

I. Should the budget proposed for 1989 by the Board of Trustees of the Rosendale Library be approved?

YES ________ NO __________

II. Election of two Library Trustees:

Michael Hines _________

Anne Furey _________

ROSENDALE LIBRARY BALLOT

I. Should the budget proposed for 1989 by the Board of Trustees of the Rosendale Library be approved?

YES ________ NO __________

II. Election of two Library Trustees:

Michael Hines _________

Anne Furey _________

ROSENDALE LIBRARY
ROSENDALE, N.Y.

copy of ballot

BALLOT ON SPECIAL ELECTION

1. Mark only with pencil having a black lead.
2. To vote "Yes", make a cross X mark in the square opposite the word "Yes".
3. To vote "No", make a cross X mark in the square opposite the word "No".
4. Any other mark than a cross X mark used for the purpose of voting or any erasure made on this ballot is unlawful.
5. If you tear or deface or wrongly mark this ballot, return it and obtain another.

PROPOSITION NO. 1

Yes ☒ No ☐ Should a Public Library District be established which shall include all of the Town of Rosendale?

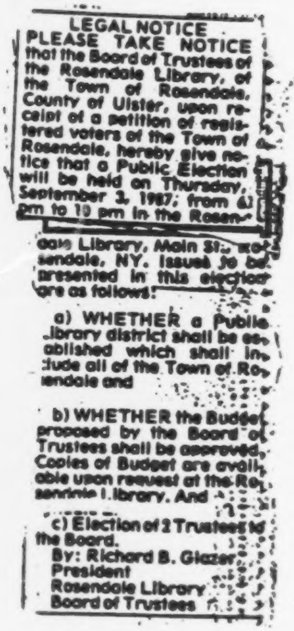
PROPOSITION NO. 2

Yes ☒ No ☐ Should the Budget proposed by the Board of Trustees of the Rosendale Library be approved?

TWO TRUSTEES TO BE ELECTED. MARK EACH BOX.

☒ M. Patricia Mack ☐ Eulalia Priest

Appendix F:



LEGAL NOTICE

PLEASE TAKE NOTICE that the Board of Trustees of the Rosendale Library, of the Town of Rosendale, County of Ulster, upon receipt of a petition of registered voters of the Town of Rosendale, hereby give notice that a Public Election will be held on Thursday, September 3, 1987, from 6 pm to 10 pm in the Rosendale Library, Main St., Rosendale, NY. Issues to be presented in this election are as follows:

a) WHETHER a Public Library district shall be established which shall include all of the Town of Rosendale and

b) WHETHER the Budget proposed by the Board of Trustees shall be approved. Copies of Budget are available upon request at the Rosendale Library. And

c) Election of 2 Trustees to the Board.

By: Richard B. Glazer
President
Rosendale Library
Board of Trustees

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Appendix G

ROSENDALE LIBRARY
P.O. Box 482
Rosendale, N.Y. 12472

About the proposed Rosendale Library district

As a result of a careful planning effort by a committee from the community at large, the voters of Rosendale will be presented with the opportunity to create a public library district on Thursday, September 3rd 1987 from 6:00 p.m. to 10:00 p.m. at the Rosendale Library. In order for a district to be established, the district legislation requires the popular election of Trustees and annual voting by the public on the library budget.

This is an important milestone for the Rosendale Library, which is now a private, non-profit organization. In order for the voters to make an informed decision, we are offering the following facts to answer the expected questions.

WE'VE GOT ANSWERS TO YOUR QUESTIONS!!!

WHY A LIBRARY DISTRICT?

The future of public library service in Rosendale requires public participation and a stable funding mechanism to ensure an adequate collection, qualified professional staff, and facilities which are sufficient to serve our growing community.

WHY NOW?

Until now, the monies to run the Library have come from interest on investments and money from the Town of Rosendale. The town can not increase its contribution and the interest rates can not maintain the level of income needed to fund the system.

HOW DOES THE BUDGET VOTE WORK?

The opportunity to vote annually on the portion of the budget to be raised through taxes gives the voters a direct voice in the level of library services. If, after the first year, a budget proposal is defeated, the amount of the last approved appropriation stands. There will be NO revote.

WHO WILL RUN THE LIBRARY DISTRICT?

Each year, two or three of the 9 trustees entrusted with the responsibility of governing the library will be elected by the voters to serve for 4-year terms.

WHAT HAPPENS IF THE REFERENDUM IS DEFEATED?

The Rosendale Library will continue to exist, HOWEVER, given the increased costs, there can be NO increases in service and MAJOR reductions will be required in the near future.

WHAT ADDITIONAL SERVICES CAN BE EXPECTED FROM THE NEW LIBRARY DISTRICT?

You can expect an increase in library hours and an improvement in our reference collection. The library will be able to increase its book purchases and audio-visual materials and expand its computer facilities. The library staff will augment its present children's programs and develop senior activities. We also foresee an expansion of interlibrary loan capabilities.

WHAT WILL THE ACTUAL COST BE TO EACH ROSENDALE PROPERTY OWNER?

The library levy for this budget will be at an estimated rate of 34½ cents per thousand of assessed valuation, or about $17.00 for the average home assessed at $50,000 in the town of Rosendale.

FOR MORE INFORMATION OR ANSWERS TO YOUR QUESTIONS, PLEASE ASK ANY LIBRARY TRUSTEE OR STAFF MEMBER.

BOARD OF TRUSTEES

Richard Glazer, President
Ann Furey
Lalie Priest
Pat Merck
Mike Hines
Phil Terpening
Ruth Ghear
Marion Sickles
Pat Zentner

Karen Sickles serves the trustee board as secretary/treasurer.

STAFF

Wendy Alexander,	Library Directpr
Barbara Piombino	
Dolores Quiles	Library Assistants
Lottie Burns	
JoAnn Reuben	Children's Program Coordinator

AN INFORMATIONAL MEETING WILL BE HELD AT THE LIBRARY ON: MONDAY, AUGUST 31ST AT 8:00 P.M.

VOTING WILL BE ON THURSDAY, SEPTEMBER 3RD AT THE LIBRARY FROM 6:00 P.M. TO 10:00 P.M.

TECHNOLOGY & ACCESS:

THE ELECTRONIC DOORWAY LIBRARY

Prepared by the

Phase II Statewide Automation Committee

The University of the State of New York
The State Education Department
New York State Library
Division of Library Development
Albany, New York 12230
1989

THE UNIVERSITY OF THE STATE OF NEW YORK

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Foreword

This report presents recommendations from the Phase II Statewide Automation Committee appointed in June 1987 by Roberta G. Cade, the Director of Library Development in the New York State Library. We were asked to develop specific steps to implement the 20 recommendations in the library automation plan, *Libraries and Technology: A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State*, issued in May 1987.

What we recommend in this report is based in part on the work of three task forces Ms. Cade also appointed in June 1987. We have reviewed the work of the task forces and, where appropriate, integrated their recommendations into this report. The three Task Forces were:

> *Criteria Task Force*, appointed to develop appraisal criteria and procedures to be used by regions and the State to assess the likelihood of potential statewide use of resources for the purpose of development of the statewide database;
>
> *Linkage Standards Task Force*, appointed to recommend standards and specifications necessary to ensure the computer-to-computer exchange of information and other linkage steps; and
>
> *Telecommunications Task Force*, appointed to identify and evaluate the feasibility of using existing and planned telecommunications facilities within the State for library networking purposes.

The report of each task force is available upon request to the Library Development Division.

Dinah Lindauer, Chair
Susan Besemer
Anne (Sidwell) Evans
Maurice Freedman
Linda Heinemann
Michael Malinconico
John Richardson
Janet Welch

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Steps to Implement Recommendations 5

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The complete text of *LIBRARIES AND TECHNOLOGY*, the strategic component of the Statewide Automation Plan, is reprinted beginning on page 15 to facilitate understanding of its relationship to *TECHNOLOGY AND ACCESS*, the operational component of the Plan.

Introduction

The strategic plan outlined in *Libraries and Technology* appropriately focused on the Regents three-part program for automation which emphasizes database development, linking of computer systems, and consulting and training capability. These three aspects of using technology should continue to be cornerstones of the State plan for using advanced technologies for resource sharing. But a fourth needs to be added. **The *Libraries and Technology* plan must be viewed as the means by which any library — regardless of its size or location — enables its users to obtain access to information.** All libraries in New York State — academic, school, public, and other — can become the *Electronic Doorways* through which all New Yorkers can reach the totality of information resources of the State.

The State's investment in library systems and in advanced technologies has reached a critical point. Close to 40 percent of the State's bibliographic and holdings data are now in machine-readable form, and libraries are using various means of delivering information and materials through the network of library systems covering the State. Each library in the State now has (or should have) a great opportunity to serve as the doorway to this vast information resource. We believe that the Library Development Division and the library systems must place additional emphasis on the ways by which each library in the State can access the database and, when appropriate, use advanced technology to deliver information to its users either at the library or in their homes or places of work.

The Library Development Division, the library systems, and librarians and trustees across New York State must take advantage of the investment already made by continuing the implementation of the *Libraries and Technology* recommendations and acting on the recommendations in this report so that each library in New York State can be the Electronic Doorway for the people of New York State. The Electronic Doorway Library is highlighted in recommendation A2.

A Changing Context for Resource Sharing and Automation

Some significant changes have taken place in library resource-sharing and automation in New York since *Libraries and Technology* was issued in May 1987. The monographic database consists of an estimated 136 million records of which 39 percent, or 53 million records, are now in machine-readable form. The union list of serials has increased to 914,000 titles or 57 percent of the estimated total of 1.6 million serial titles.

Perhaps the greatest change during the last two years has taken place in access developments and in discussions of what constitutes equitable access to library and information services. Telefacsimile transmission, CD-ROM catalogs, and OCLC Group Access Capability are changing network services more rapidly than was foreseen in 1987. The New York State Office of General Services has announced that in 1989 it will install EMPIRE NET, a digital voice and data network that will link all State agencies.

As library systems evaluate costs and options for services, they make decisions which may substantially influence the future direction of the database and linking proposals. For instance, increased use of various local library computer systems may ultimately complicate access, increase costs, and require the development of new policies and mechanisms to ensure equity of service to people served by small libraries. However, local systems may also increase access by providing information about locations and availability of materials heretofore impractical or unavailable through regional, national, or international networks.

The discussions of the minimum public library standards proposals which took place in 1987 and 1988 have raised basic questions about what services residents of the State should expect from their libraries. In turn, these questions relate to expectations library users may have in an information society.

These developments raise new and continuing questions:

> Will alternative methods for obtaining bibliographic records begin to play a role in statewide database development?
>
> If so, what will be the effect on databases in providing access to the library users of the State?
>
> How may one or more of the various statewide educational telecommunications networks extend access to library services?
>
> How soon will vendor acceptance and use of International Standards Organization/Open Systems Interconnection (ISO/OSI) linkage standards produce operating changes in New York State?
>
> What are the respective roles of online and offline access in the near-term and longer-term?

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What will be the role of New York State Interlibrary Loan (NYSILL) in the mix of access technologies?

What will be the best way to provide access to the full-text of documents rather than just bibliographic citations?

Of what relevance is telefacsimile transmission to all of these issues and to resource sharing in general?

How will access to library databases be provided to residents of New York State who live outside of chartered service areas?

How will new technological developments impact these questions or raise new questions?

These questions will challenge librarians as they determine how best to use technology to serve the citizens of the State.

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Assumptions and Principles

The assumptions and principles which *Libraries and Technology* detailed remain valid and useful more than two years after the report was issued. In addition, we believe it essential to add five additional points which underlie our Phase II recommendations:

(1) Although technology has revolutionized the delivery of information, the basic mission and goal of libraries continues to be, as stated in the Regents goals for libraries, providing "timely and free access to a full range of information resources and services" to users.

(2) Technological change will continue to accelerate, but library and library system automation decisions based upon accepted standards (e.g. those for machine-readable data, telecommunications, etc.) and consultation with other systems should enable us to move forward in using advanced technologies with some confidence.

(3) Though primary emphasis is on regional planning within the *Libraries and Technology* guidelines, technology provides opportunities for cooperation based on factors other than geographical contiguity.

(4) The pace of the development of national standards can be significantly influenced by the coordinated purchasing power of libraries in New York State.

(5) Because State and Federal deficits make the immediate availability of new funds less likely, we may want to change the use made of automation money currently available.

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Steps To Implement Recommendations

In this report we outline steps to implement the recommendations in *Libraries and Technology* (*L&T*) under four headings: (A) steps requiring new funding levels acquired through new legislative initiatives; (B) steps to be carried out by the Library Development Division, other agencies, and the library community in programs and pilot projects funded primarily by present pools of State and LSCA Title III funds; (C) steps requiring changes or amendments to current Library Development Division regulations or guidelines, and (D) steps involving nonfinancial issues of endorsement, etc. Section E suggests alternatives for two *L&T* recommendations.

A. Implementation steps requiring new funding levels acquired through new legislative initiatives.

(A1) The Regents 1989 legislative proposal for libraries includes increased funds for the Regional Bibliographic Data Bases and Interlibrary Resources Program, system automation, acquisition of microcomputers, technology internships, and the linking of library systems to telecommunications networks such as Technology Network Ties (TNT). This legislation supports a basic growth level for library automation and should be enacted at the earliest possible date.

(A2) In 1990 the Regents should propose legislation to bring about a program that makes it possible for any library in the State, regardless of size, type, or location to become an *Electronic Doorway*. The Electronic Doorway Library would provide users needed information electronically from any part of the State through use of automation and resource sharing programs which are currently operating and being developed. In this legislation the Regents should propose to underwrite the costs of enabling any library which meets basic standards for its type of library and participates in State-supported systems and automation programs to meet the guidelines of a carefully designed prototype as an Electronic Doorway site and to be formally designated as such by the Regents. Designation would denote that the library has a board or administration, director, and staff fully committed to using technology to provide quality library service, is connected by one or more computer systems to electronic databases for resource sharing purposes, and expects to work with its library system in making full use of future technologies.

Electronic Doorway Libraries might be among the first to offer users the opportunity to access the local library catalog by microcomputer from home or work place. Through the Electronic Door-

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way Library, a user could also access the catalogs of other libraries for bibliographic references or tap into various information data banks to obtain articles or materials.

The concept of the Electronic Doorway Library as the threshold to the State's library and information resource sharing system will require education and training, public information, and consultation. In some cases, a library may need to acquire equipment, software or telecommunications capacity. A unifying symbol could be developed to help the public identify libraries that meet the Regents standards as Electronic Doorway Libraries. The 1990 legislative proposal should provide funds for such purposes.

If this initiative is accompanied by continued and expanded State support of resource sharing systems, it has the potential to implement both the philosophy and the actuality of *L&T* recommendation #4 to provide global and inclusive access to records of all of the State's information resources. Some libraries in the State may already qualify as Electronic Doorway Libraries. The goal is to help all libraries qualify. An appropriation of $1.3 million annually over the next few years should enable the State to develop Electronic Doorway Libraries systematically.

(A3) The Regents 1989 legislative proposal for libraries includes $50,000 for internships to implement *L&T* recommendation #18 for advanced technology internships. In addition, continuing education, consultation and training, and advanced library technology internships should form the focus of new, separate library legislation in 1990, developed specifically to finance *L&T* recommendations concerning: use of library schools as demonstration and training sites for automation initiatives (*L&T* #17); advanced technology internships (*L&T* #18); and training packages utilizing videos and teleconferences (*L&T* #19). In this new, separate legislation the Regents should propose a broadly comprehensive initiative with separately-enacted funding to benefit both students and experienced practitioners. Students and practitioners should be able to apply from the field as well as from professional schools to work in appropriate sites throughout the State for periods varying from one month to an academic year.

(A4) The Regents 1990 legislative proposal for libraries should include at least one additional automation consultant position in the Library Development Division.

B. Implementation steps to be carried out by the Library Development Division, other agencies, and the library community in programs and pilot projects funded primarily by present pools of State and LSCA Title III funds.

(B1) By the end of 1990, the Library Development Division should appoint the first Biennial Review Committee to carry out *L&T* recommendation #3. The committee should include 11-15 members (representative of the field by type of library and system, selected from rural and urban areas, with broad geographic representation, and technical expertise). To facilitate effective appointments, the Library Development Division should seek nominations from the field by October 1990. The Committee will issue a report by December 1991.

(B2) To take continued leadership in telecommunications (*L&T* #2), the Library Development Division must continue to build both formal and informal working relationships between and among the existing educational networks and the library networks in New York State. By the end of 1990, the Library Development Division should appoint a telecommunications task force or advisory group comprised of leading players in telecommunications in the State (such as the Office of General Services, EMPIRE NET; New York State Education and Research Network, Inc., NYSERNet; State University of New York, SUNYNET; State Education Department Technology Network Ties, TNT; and others). A task force or group involving (or representing) leading players is essential in the absence of an interagency task force convened by the Governor or another State agency. Such a telecommunications task force or advisory group would provide a regular focus on libraries as needs are identified and cooperation is explored.

(B3) The Linkage Standards Task Force has pointed out the need for a continuing advisory group on linkage standards "to review and recommend policy" and to recommend when the U.S. Government OSI Profile (GOSIP) should be mandated in New York State. The Library Development Division should appoint such a group by the end of 1990.

The work of the Linkage Standards and Telecommunications advisory groups would need to be coordinated. The two groups would be involved with activities that are both different enough and large enough to warrant their being separate. However, there should be effective interplay between the two groups and they should hold an initial joint meeting to clarify and establish their respective responsibilities. The two committees should meet jointly, as appropriate, either on a periodic basis or as needed, even after the initial meeting.

(B4) The Library Development Division should seek and use field and State government expertise (and contract funds) to secure and provide the consultant help needed to develop a strategic plan to determine the most effective telecommunications solutions to the needs of libraries on a statewide basis.

(B5) The Library Development Division should commit to a multi-year educational undertaking consisting of a well organized and high-quality statewide conference to initiate the linkage standards education effort in the State, and follow-up programs and workshops in each of the nine regions.

Education of the New York State library community about linkage standards is critical to accomplishment of the *L&T* strategic plan. The Library Development Division and library systems should work together to develop and maintain a knowledge base among library leaders and other individuals involved with library automation about linkage standards and their importance to libraries. Education about linkage standards should impress upon librarians the need to work together to motivate vendors to comply with standards.

The State-level conference should be mounted sometime late in 1990, with plans for regional follow-up developed as part of State-level conference planning. Video tapes and teleconferences should be considered to ensure quality and conserve resources. LSCA Title III, funds from the legislative initiative, and joint use of State and system funds could support this education effort.

(B6) The Library Development Division, systems, and others concerned should develop a statewide plan for linkage standards compatibility between and among libraries, systems, and regions. In doing so, the Library Development Division should engage a contractor to: determine needs; develop functional requirements, specifications, and models; and determine application protocols for linking computer systems.

(B7) The Library Development Division should encourage systems to conduct (in cooperation with the Library Development Division) one or more phased pilot projects for the purpose of investigating improved telecommunications options and establishing linkages among library computer systems. Phase one should test alternatives to local and intra-LATA communications (within the area served by one or more local telephone companies) for the purpose of achieving more cost-effective transmission of bibliographic data. Phase two should use the contractor's recommendations to test the linking of disparate library computer systems. The phased pilot project(s) should be carried out within the next three years, using an appropriate combination of LSCA, regional database, and other existing resources.

(B8) In its regular review of regional and system planning documents and project applications, the Library Development Division should be alert to opportunities to encourage and assist in the negotiation of deep volume discounts for mass purchases of software or hardware (*L&T* #20).

C. Implementation steps requiring changes or amendments to current Library Development Division regulations or guidelines.

(C1) The Library Development Division should incorporate the database criteria assessment definitions and instrument developed and field tested by the Criteria Task Force, as appropriate, into guidelines, regulations, and formulas for allocation of funds for database development. Formulas should continue to provide a higher level of per record funding for the conversion of records that are unique to the database.

Systems and other planners should reflect in regional planning documents and regional priorities the *L&T* recommendations calling for balanced development of the statewide database among unique, scarce, ubiquitous, and high demand items (*L&T* #6); balanced development of the database taking into account likelihood of use of materials, value to the State's program of economic development, contribution to research and scholarship, and numbers of users in all types of libraries (*L&T* #7); and ongoing commitment from local funds for entry of current materials, continuing maintenance and security of the database, and access to materials listed in the database within defined performance standards (*L&T* #8).

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(C2) To implement the *L&T* recommendation requiring all library systems to identify needs and sponsor training (*L&T* #16), the Library Development Division should (1) adopt LSCA policy guidelines that require each system applying for funds for a technology-related project to document needs, show intersystem consultation and cooperation, and provide for appropriate training; and (2) see that its LSCA policy guidelines are parallel to the regulations, guidelines, instructions, and forms used in the Regional Bibliographic Data Bases Program.

D. Implementation steps involving non-financial issues of endorsement, etc.

(D1) The Library Development Division, the New York Library Association, and the library community should support American Library Association efforts that seek to establish special favorable telecommunications tariffs for libraries and other educational institutions.

(D2) State Education Department staff should incorporate International Standards Organization/Open Systems Interconnection (ISO/OSI) standards into plans for the redesign of the State Library's Collection Management System (CMS) to the New York State Information Network (NYSIN).

(D3) The State Librarian should work with the Chief Officers of State Library Agencies (COSLA) "to urge State Librarians to form counterpart task forces in other states to promote the linkage standards and to inform constituencies of the importance of linking computer systems in this manner". As recommended by the Linkage Standards Task Force, this effort should also be continued with the Chief Officers of State Libraries in the Northeast (COSLINE), particularly through the COSLINE Networking Group.

(D4) The Library Development Division should monitor the progress of the U.S Government OSI Profile (GOSIP). The United States government has indicated that it will mandate GOSIP at the Federal level in 1990 with lenient waiver procedures. The Federal experience should be helpful in determining when it may be possible to mandate GOSIP in New York.

E. Reconsidered *L&T* Recommendations

After extensive discussion of the current need, value, timeliness, and cost effectiveness of *L&T* recommendations #14 and #15, we recommend the following changes of direction.

(E1) For referral sources of providers of library automation and consultation services we recommend, instead of an interactive online database suggested in *L&T* recommendation #14, an informal network of practitioners, with Regional Automation Committees and system automation staff serving as first lines of automation expertise.

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(E2) The complexity and deliberate pace of development of national linkage standards now compel postponement and reconsideration of the *L&T* recommendation #15 for the Library Development Division to dispense vendor information. The library community needs a more widespread understanding and commitment to linkage standards to motivate vendors to make progress with these standards.

Conclusion

The State's major long-term financial investment in libraries and the advanced technologies that are transforming them provides the opportunity to launch a new century of information availability to enhance economic vitality and human potential. The metaphors of the past that have described the broad and complex objectives of libraries — storehouses of knowledge, learning centers, windows on the world, poor man's universities — share a common theme — access to ideas and information. The Electronic Doorway Library can be a signal of commitment to use the astonishing capability of technology to overcome distance and time to deliver the totality of the State's information resources. The promise of the Electronic Doorway Library minimizes the inequities of library size and site to offer equal information access to every resident of New York State — a goal for the year 2000.

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Libraries & Technology

A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State

Prepared by The Statewide Automation Committee

This is the complete text of *LIBRARIES AND TECHNOLOGY*, the strategic component of the Statewide Automation Plan, printed in 1987.

The University of the State of New York • The State Education Department
New York State Library • Division of Library Development
Albany, New York 12230
1987

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Introduction

This is a plan outlining strategic directions for library automation development in New York, as supported by State and Federal funds, through the year 1989.

In 1986, the Regents adopted a three-part program for automation, "Library Resources Sharing in New York State and Technological Change," in *Library Service to the People of New York State*. This program calls for:

- Continued development of a statewide *database* of machine-readable bibliographic and nonbibliographic records resident in several computer systems and utilities with the expectation of linking these regionally, statewide, and nationally;
- A statewide library *network* to link local and regional systems, to provide access to national networks, and to provide integrated services using the library database and communications network;
- A strong and formal automation *consulting* capability within the State Library, and through an informal network of practitioners in the State.

In April 1986, the Director of the Library Development Division appointed a 16-member Statewide Automation Committee broadly representative of automation concerns in all types and levels of libraries. The Committee was asked to review a 1984 draft automation plan (upon which the 1986 Regents program was based) and develop plans for accomplishing the three-part automation program. The Committee has broadly elicited input and developed twenty recommendations. Background on these recommendations is on pages 12-17 of this report.

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Recommendations

GENERAL RECOMMENDATIONS

1. Develop operational and financial plan

In order to ensure that the strategic goals of this plan are met, an operational plan with estimated costs of implementation shall be developed by a Phase II Committee with the Library Development Division staff, appropriate consultant help and the participation of other relevant state-level agencies.

2. Take leadership role in telecommunication

The Library Development Division, a Library Telecommunications Task Force, and other library leaders must participate in the development of a state-financed or state-assisted telecommunications network, assuming a leadership role, so the State's libraries can effectively participate in and take full advantage of such development.

3. Convene biennial review committee

The Library Development Division should convene a committee biennially to review administrative and technological progress on the statewide automation plan and recommend updating and revision.

DATABASE RECOMMENDATIONS

4. Facilitate access to defined database

For purposes of library automation planning, the statewide database is defined as the aggregate of machine readable records describing and locating materials in all physical data storage media and formats in New York institutions and support files. While issues of records ownership may affect database integration and linkage, the State goal is to facilitate global and inclusive access to the totality of such records.

5. Provide state-level leadership

Leadership in statewide database investment decisions should be provided by the Library Development Division, even though the program is in large part regionally administered. The Library Development Division and the regions should be guided by the priorities recommended in this automation plan.

6. Ensure balanced development

Continued statewide database development efforts should give high priority to ensuring the inclusion of a reasonable balance of unique items, scarce items, ubiquitous items, and high demand items within the statewide database.

7. Develop criteria for balance

The criteria which define reasonable balance include the likelihood of use of materials represented in the database both locally and for interlibrary loan, the value to the State's program of economic development, the contribution to research and scholarship in all disciplines, and the numbers of users in all types of libraries served by the database.

8. Ensure access and local commitment

Institutions that use public funds for database development must ensure ongoing commitment from local funds for entry of current materials, ensure continuing maintenance and security of the database, and provide access to the materials listed in the database within defined performance standards.

LINKING RECOMMENDATIONS

9. Constitute Linkage Standards Task Force

The Library Development Division should constitute a Linkage Standards Task Force including representation of libraries in the State and technical advisers to recommend standards and specifications for enabling computer systems and system components to communicate and exchange information.

10. Adopt ISO/OSI standards

These standards should conform to the International Standards Organization/Open Systems Interconnection (ISO/OSI) reference model and should be adopted by New York State.

11. Support linkage efforts

The Library Development Division should pursue and support programs to link systems and system components consistent with national efforts such as the Linked System Project (LSP).

12. Test and verify specific systems

The Library Development Division should have the capacity to test specific systems offered by vendors and verify that they meet these New York State standards.

13. Include offline databases

Plans for a statewide network must recognize the continuing importance of offline databases and the probability that some human intermediation will be needed to access these records.

CONSULTING AND TRAINING RECOMMENDATIONS

14. Develop automation training database

The Library Development Division should develop an interactive online database of providers of library automation training and consultant services.

15. Dispense vendor information

The Library Development Division should seek and dispense technical information about vendors which do and do not meet international and national standards for bibliographic records, telecommunications standards and linking capabilities.

16. Identify needs and sponsor training

All library systems, using intersystem cooperation and resources, should identify needs, sponsor training, introduce new technologies and provide automation information.

17. Provide library school access

Library schools within the State should be provided with access to automation systems developed by the Library Development Division for the statewide database.

18. Support advanced technology internships

Advanced technology internships should be supported by the State Library.

19. Develop training packages

The Library Development Division, using the resources of the Education Department and other external resources, should develop library automation training and support programs using, for example, video, teleconferences, and internships.

20. Obtain deep volume discounts

The possibility of statewide cooperation and negotiation to obtain deep volume discounts on software and hardware should be explored by the Library Development Division and information on discounts should be disseminated to library systems.

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Goals

Automation is an important tool for meeting goals of resource sharing, statewide access to information, and cost-effective library operations. Automation planning is an ongoing process involving many people. This document outlines how State aid and Federal aid for technology for libraries will be used to achieve the Regents goal that "every resident of New York State should enjoy timely and free access to a full range of information resources and services through local libraries working within library systems and networks."

Automation is not, in itself, a goal of libraries, but is a means to an end – that of providing library services to a society where computers and advanced communication systems are fundamental to serving the needs of that society. Library goals are the framework within which automation objectives are set. One of the most important concepts in library development in the State has been the acknowledgement of significant local and regional differences. Libraries and library systems have been encouraged to determine and develop their own goals, objectives and service patterns to meet the needs of their areas. Because of the diversity – of users, scope of services, funding sources, locale and geographic scope – libraries sometimes differ as to their goals for themselves and for automation.

At the State level, a number of reasons exist for promoting and aiding automation in the libraries of the State. State level automation goals include facilitating:

a access to information by all residents of New York State – both to information traditionally available in libraries and to current information and referral services;

b availability of information for the State's continued economic development;

c resource sharing by libraries within the State;

d cost-effective library operations in New York, guaranteeing optimum benefit from State and Federal funds;

e access to information outside New York via links to other state, regional and national systems.

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Context For Resource Sharing and Automation

Library resource sharing in New York State is grounded in the 35 years of systems development. The systems, which cover the entire State, provide the means by which library resources are made available to all residents in the State. These systems, and the State Library, have a long-standing commitment to the use of technology to improve services, increase efficiency, and constrain cost increases. As the 1981 report of the Commissioner's Committee on Statewide Library Development pointed out, however, developments in technology are fundamentally changing library services. The effective use of computer and communications technology will enable libraries in New York to affect the welfare of the State dramatically. The ability to locate and deliver information needed by individuals and by business, industry, and government is vital to the State's economic and social well-being.

New York has pioneered development of automated library systems and has creatively used national databases and developments to advance library service. Through December 1986, the State Library Division of Library Development has provided $13.3 million in State and Federal grants to support automation programs at the State, regional, and local levels. MARC and other technical standards have been used in these programs since 1978. Since 1980, the State Library has supported the systematic use of OCLC and other databases in building a statewide machine-readable union list of serials. The Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program, approved by the Legislature in 1984, requires library systems in each of the nine regions of the State to develop a plan for a regional database which meets national and State standards, thus providing a means by which any library in New York State can identify bibliographic and holdings records throughout the State.

In December 1984, as a requirement of the regional database program, the systems completed data conversion plans for the 1985-89 period. The plans and reports subsequently filed identify a universe of 65 million monographic holdings records. Approximately 32 percent, or 21 million of these records, are now in machine-readable form. Some 800,000 serials database records, or 72 percent of the estimated 1.1 million records, are in machine-readable form. There now exist in New York a variety of automated networks, a rapidly increasing resource of library computer expertise, and a steadily growing database.

Diversity of networks and regional development within a statewide program have been generally advantageous because they have cost-effectively enlarged the base for resource sharing and have begun to meet the changing needs of various library regions and their clientele. The recognition of shared goals and the commonality of much of the information to be handled has also been realized. Early automation developments in the State enhanced the available mechanisms for resource sharing and reaching common goals. Standards for machine-readable bibliographic records were agreed on early and are widely supported and used; this provides the opportunity for interaction between various automated systems, for the exchange of data, and for machine-to-machine communication.

Much remains to be done. While the machine-readable records in New York generally conform to accepted standards, they exist in various computer databases and in a growing number of local data files produced by private vendors for contracting libraries in New York; there are a variety of manufacturers and vendors and a wide range of available hardware, software, and bibliographic services currently in use in the State's libraries. The number of commercial vendors, the scope of their services, and the integrated library systems and telecommunications packages available from them is ever increasing. These vendors will play an increasingly important role in resource sharing in New York State. The ready interconnection of systems and system components (yet to be achieved) remains a key element in resource sharing. As important, libraries and library systems are making decisions that will affect automation and services for years to come.

Among the national and statewide resources upon which future automation progress will be built are the following membership and publicly funded organizations*:

OCLC	(Online Computer Library Center), a shared bibliographic system based in Ohio, serving 7,413 libraries of which 264 are in New York State, with a database exceeding 15 million records and 233 million item locations. The database includes 20 million item locations for New York State libraries plus 120,000 serial records and 850,000 serial item locations.
RLIN	(Research Libraries Information Network), a national online database of 5 million records with locations in 36 member research libraries, nine of which are located in New York, and have combined holdings that exceed 26 million volumes.
MILCS	(Metropolitan Interlibrary Cooperative System), a New York Public Library-based system of 3 million titles and 15 million locations maintained on LIONS (Library Information and On-line Network Service), for holdings of Brooklyn, 82 New York Public Library branches, Queens Borough Public Library, New York City school libraries, and academic and public libraries in Nassau, Suffolk and Westchester Counties.
RML	(Regional Medical Library Network), a federally funded online network with a link to NYSILL, providing access to specialized health resources under contract between the New York Academy of Medicine, the National Library of Medicine, five New York resource libraries, and 15 area libraries that process nearly 210,000 requests annually.
NYSL	(New York State Library), the online catalog is used both on-site and for the NYSILL computerized library network.

Telecommunications developments are probably changing as rapidly as other aspects of technology. Various combinations of online and offline databases are being used by the regions. Library planners are involved in Technology

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* Statistics, as of March, 1987.

Network Ties, NYSERNET, SUNYNET, and other New York State developments which have implications for library resource sharing

Technology Network Ties (TNT) aims to create a single, comprehensive, integrated education network for management and instructional services covering the entire State. TNT, which was established in 1985 legislation, will supersede the Education Department's New York State School Computer Services System (NYSSCSS) which has served BOCES and school districts since the 1970's. NYSSCSS is one of several education networks operating within the State more or less independently of one another. TNT will replace some of those existing networks and establish new connections among educational agencies, thereby helping to control telecommunications costs and provide increased services to all educational institutions, including libraries.

The initial funding provided for a 1985/86 pilot program to develop a high-speed electronic network to link three BOCES Regional Information Centers (Madison-Oneida, Onondaga, and Broome) with the State Education Department computer in Albany. Four other Regional Information Centers (Albany, Erie, Suffolk, and New York City) are being added to the backbone and a regional network in the Madison-Oneida Regional Information Center is being developed in 1986/87. The Education Department is requesting funds for additional development in 1987/88.

NYSERNET is a high-speed network connecting New York State's research universities and other selected laboratories in early 1987. The National Science Foundation, which aims to build supercomputer facilities for the academic research community and to provide network access to those facilities for all NSF-supported researchers, has awarded a grant to Cornell University to fund the supercomputer center for NYSERNET. Phase I, started in January 1987, includes Cornell, the University of Rochester, Rensselaer Polytechnic Institute, New York University, Columbia University, SUNY at Stony Brook, and a research institute in Albany. Phase II will expand the network to include CUNY, the SUNY campuses at Albany, Binghamton, and Buffalo, Syracuse University, Clarkson University, Polytechnic Institute of New York, Rockefeller University, and Brookhaven National Laboratory. Cornell will establish a connection with the New Jersey supercomputer center at Princeton University and ultimately participate in a national supercomputer access network, called NSFNET, connecting the supercomputer centers to each other and to state and regional networks.

The State University of New York's statewide data communications network, SUNYNET, which was established in fiscal year 1985/86, has two major goals: to increase the opportunity of sharing data, software, unique computing and other resources among the campuses and users of the State University of New York, and to reduce the geographic barrier between campuses by connecting people in an electronic mail and message system.

Objectives of the initial phase of SUNYNET are to: (1) Provide a full-function, high-speed/high-capacity network to connect the four University Centers and Central Administration, (2) Connect the 17 "Burroughs" campuses with the backbone network, and (3) Replace the several existing administrative and academic data networks with this high-capacity, full-function network. In the short term, SUNYNET should significantly improve communication among the SUNY campuses with little, if any, real increase in operations cost over existing networks. In the longer run, SUNYNET should facilitate SUNY's linkages with external educational networks.

The Governor's "Electronic Highway" is a popular name for a proposed statewide fiber optics network. Fiber optics technology will make possible sophisticated statewide network development because it will permit the trans-

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mission of enormous quantities of information at extremely high rates of speed. Thousands of simultaneous voice, video, and data transmissions can be carried on one line at rates up to 1,000 times faster than most current data lines.

The New York Network, under the State University of New York, which serves the nine public television stations in New York, is installing a satellite uplink which has significant statewide telecommunications implications. This capacity will be able to serve a variety of application areas including voice, data and video support for New York's libraries. Ultimately, strategically located uplinks and downlinks in New York State, combined with the regional network capacities as described above, could evolve to a highly sophisticated network capable of serving a variety of library telecommunications needs.

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Assumptions and Principles

ASSUMPTIONS This plan is based upon assumptions derived from prior experience with library automation, from current problems in library automation, and from observations of trends affecting libraries.

(1) There will continue to be diversity in approaches to automation, regardless of state policies and regardless of how much public money can be applied to the use of technology.

(2) There will continue to be rapid development in technology: some costs will come down, others will rise, and capabilities at each general cost level will increase.

(3) Technology will become as much a part of everyday operations of libraries as manual systems are now, to the point where, eventually, every library in New York will be able to implement or have access to an integrated computer library system.

(4) Library users will continue to become more sophisticated in the use of computers, especially microcomputers; eventually most users will make daily use of such computers and will expect some portion of that use to include remote access to library databases, information and services.

(5) There will continue to be State and Federal dollars available at current or somewhat increased levels and the governments which provide these dollars will expect coordination and cooperation leading to resource sharing.

(6) The proposed Library Telecommunications Task Force, in conjunction with State Library staff, will determine the best mechanism for assuring participation in statewide telecommunications development and encourage cooperative network development within the library community.

(7) Continuing and significant changes in technology, political environment, and availability of financial resources will require modifications to this plan from time to time.

(8) Libraries are and will continue to use advanced technology to generate data useful to library management and decision-making.

PRINCIPLES Experience in automation with Library Services and Construction Act (LSCA) grants and with the regional database program demonstrated the significance of ten principles which continue to be important. These principles are that the libraries in New York should:

(1) ensure compatibility of data by adhering to national standards;

(2) build upon machine-readable data already available to decrease costs of data conversion and system implementation;

(3) generate current machine-readable data as a by-product of day-to-day library operations;

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(4) target State and Library Services and Construction Act funds on programs and projects that facilitate broad scale regional and statewide resource sharing and demonstrate a strong local and system commitment to automation;

(5) budget local funds for automated library operations (just as they now budget for manual functions and activities) which may be supplemented by State and LSCA funds as in (4) above;

(6) recognize that bibliographic data generated with public funds should be freely available for regional or statewide use;

(7) ensure that all types of libraries have equal access to such bibliographic data;

(8) recognize that each of the major utilities and automated systems will have unique records for materials that will be needed by users of other automated systems;

(9) provide access to the developing national and multi-state networks such as OCLC, RLIN, SOLINET, and WLN;

(10) recognize that bibliographic database development is not an end in itself and that the principal goal is to provide access to information resources for users.

The State supports regional automation programs because they improve services provided by libraries that are members of systems. The State Library and the networks provide services which are of a statewide and regional nature and which are not practical to provide locally. The State Library serves as the catalyst and unifying factor for access, communication and interaction among the different library, automation, and telecommunication systems within the State.

The State's financial assistance, within priorities outlined later in the plan, will emphasize continued development of the database, linking of databases, transferability of systems and data, and interlibrary resource sharing. Costs of ongoing automation operations should be budgeted by each library or library system from its own funding sources, and should be supplemented by State and LSCA funding within the context of the following plan, as in the Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program.

The Plan

The Committee believes the three-part program for continued *database* development, a statewide *network* to link components of the database, and *consulting* capability, as defined and discussed in this report, is sound. The Committee has developed twenty recommendations for accomplishing the three-part automation program. Most of these recommendations are presented under the three headings of *Database*, *Linking*, and *Consulting and Training*, but the Committee's first three recommendations are basic to further action in all three areas:

1. In order to ensure that the strategic goals of this plan are met, an operational plan with estimated costs of implementation shall be developed by a Committee with Library Development Division staff, appropriate consultant help and the participation of other relevant state-level agencies.

This planning document can provide immediate guidance for ongoing regional and local automation efforts while an operational plan is being developed at the state level. The Phase II Committee will include some members of this Statewide Automation Committee, which now has concluded its work, and others who will convert philosophic and strategic goals into specific operational steps.

2. The Library Development Division, a Library Telecommunications Task Force and other library leaders must participate in the development of a state-financed or state-assisted telecommunications network, assuming a leadership role, so the State's libraries can effectively participate in and take full advantage of such development.

State-financed, state-assisted telecommunications programs are vital to accomplish this plan. There are numerous players, many of whom do not yet recognize library interests in these developments. It is essential that the library community be involved in forums in which telecommunications policies and plans are being developed – resulting in a higher profile for library interests. A Library Telecommunications Task Force will undertake the important ongoing work in the area of telecommunications that is vital to the linking recommendations.

3. The Library Development Division should convene a committee biennially to review administration and technological progress on the statewide automation plan and recommend updating and revision.

The Committee emphasizes that the dynamic and rapid pace of current technological change quickly renders planning documents obsolete. At the same time, the administrative infrastructure required to accomplish key recommendations usually matures more slowly. A mandated

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review every two years recognizes the dichotomy and therefore the need to monitor commitment and fine tune priorities in any statewide plan for automation for libraries.

DATABASE RECOMMENDATIONS

A machine-readable database encompassing bibliographic, holdings, and related information on the contents of more than 7,700 libraries is a massive undertaking. The concept raises fundamental questions of definition, scope, priorities, use and cost. For the continued development of the database, the Committee makes five basic recommendations.

4. For purposes of library automation planning, the statewide database is defined as the aggregate of machine-readable records describing and locating materials in all physical data storage media and formats in New York institutions and support files. While issues of records ownership may affect database integration and linkage, the State goal is to facilitate global and inclusive access to the totality of such records.

The term "statewide database" constitutes a basic building block of the statewide automation plan. The database comprises:

a) bibliographic information describing collections in institutions in the state, including all physical data storage media (e.g. videotape), and formats, including CONSER (serials);

b) holdings statements providing location data for discrete titles;

c) ancillary data essential for database maintenance and use, such as name authority files or name and address directories;

d) community and data referral information files created by libraries or library agencies.

The database is closely related to commercially produced secondary sources such as abstracting, indexing, and numeric databases to which referral access is purchased by libraries. These databases, when searched, generate requests for materials found in the statewide database for direct on-site access or interlibrary loan request.

Every unique record in the statewide database is supported by at least one holding record. The database exists within the context of the international database as follows: library system; region of the state; New York State; contiguous states; United States; international.

5. Leadership in statewide database investment decisions should be provided by the Library Development Division, even though the program is in large part regionally administered. The Library Development Division and the regions should be guided by the priorities recommended in this automation plan.

The major role the regions play in determining priorities that reflect different regional needs is endorsed. It is an effective means of keeping all libraries, large and small, public, academic, special and school, interested and actively participating in the State's automation program. The Library Development Division's leadership role, the priorities recommended in this plan, and increased use of appraisal procedures at the regional level can mediate competing interests and ensure the feasibility of accomplishing the goals within the available funds.

6. Continued statewide database development efforts should give high priority to ensuring the inclusion of a reasonable balance of unique items, scarce items, ubiquitous items and high demand items within the statewide database.

Unique, scarce, and ubiquitous items are defined in terms of distribution, location, and search expectations: a unique item would be represented by one record in the state in all sources, and fewer than two holdings; a scarce item, less than three records in different sources and fewer than ten holdings; ubiquitous items, more than two records in different sources and more than ten holdings in the state. High demand items may be unique, scarce, or ubiquitous.

7. **The criteria which define reasonable balance include the likelihood of use of materials represented in the database both locally and for interlibrary loan, the value to the State's program of economic development, the contribution to research and scholarship in all disciplines, and the numbers of users in all types of libraries served by the database.**

While development efforts incorporate the four components of bibliographic records, holdings statements, ancillary data, and information and referral files, funding decisions about the database will be governed by the usefulness of the database, with priority given to user needs. That is, reasonable balance is an attribute that should pertain to the material listed in the database.

Appraisal criteria and procedures which should be used by the region and the State to assess the likelihood of potential use of statewide resources will be developed by a Criteria Task Force to be used as a part of fund application assessment and in planning.

8. **Institutions that use public funds for database development must ensure ongoing commitment from local funds for entry of current materials, ensure continuing maintenance and security of the database, and provide access to the materials listed in the database within defined performance standards.**

The State's financial assistance for development of the database is intended to facilitate resource sharing and public access to information. Acceptance of public funds by an institution therefore carries a responsibility for maintaining and securing the database and for providing access both to the database and to the materials listed in the database.

Performance standards are suggested as an integral program component of database development investment decisions. The suggested standard or guideline is for a respondent agency to be required to transmit a response to each request within two working days of receipt of the request, with the "standard" met 95 percent of the time for 95 percent of responses. "Transmit" may include a paper response as well as electronic transmission. Performance standards are suggested as inclusionary, not exclusionary, with the state supporting efforts by libraries to meet them.

Access to listed materials, either direct or through some form of resource sharing, is also important. Meeting the legislative and program objectives of the program requires that the public will have access to such converted materials in accord with reasonable conditions established by owning institutions and approved by Library Development Division and/or regional surrogates for such access.

LINKING RECOMMENDATIONS

The linking of computer systems to communicate and exchange information with other computer systems and system components is basic to this plan. Linking mechanisms, standards and issues are under discussion at local, state and national levels. The "Linked Systems Project" of the Library of Congress, the Research Libraries Group, OCLC, and Western Library Network (WLN), and funded by the Council on Library Resources, should prove helpful to New York State. Linking will be made possible through national efforts and collaboration with vendors. The ultimate resolution will be in large part driven by forces outside New York State.

To capitalize on national developments in achieving this plan, the State Library, with the assistance of a state-level committee and technical advisors, should work closely with other state and national efforts and commercial vendors to ensure that communications standards and library applications software provide (1) the widest possible database access to the State's citizenry, (2) compatibility and transportability of the output from library applications software, and (3) electronic linkage with related public and commercial resources that would enhance the breadth of automated resources available. The Committee makes five basic recommendations for linking.

9. The Library Development Division should constitute a Linkage Standards Task Force including representation of libraries in the State and technical advisers to recommend standards and specifications for enabling computer systems and system components to communicate and exchange information.

Complex problems, costs and objectives are involved in the linking of computer systems. The Library Development Division should use the best advisory resources available to achieve the goal of accessing multiple databases from a single station through computer-to-computer linkage designed to bridge differences among data sources, computer systems presently in use, and application differences among those systems. A means should be developed for assessing the cost/effectiveness of particular linkage mechanisms. The work of the Task Force would include identifying, with wide input from librarians in the State, various classes of linkages to be established and the criteria for judging those linkages. A family of recommended linkages would be devised which vendors and utilities could be encouraged to develop and support.

10. These standards should conform to the International Standards Organization/Open Systems Interconnection (ISO/OSI) reference model and should be adopted by New York State.

More specifically, the specifications should be consistent with the protocols of the Linked System Project Standard Network Interconnection (LSP/SNI) as specified in "SNI Protocol Specifications", available from the Library of Congress. The SNI protocols are based on the ISO/OSI protocols.

The standards being developed in conformance with the seven layers of the ISO/OSI model are the protocols needed for communication among bibliographic utilities, regional systems, local systems and system components. Protocols for the lower three layers of the OSI model have been widely accepted for several years. Protocols for layers 4 and 5 of the OSI model have become standardized and are being increasingly accepted. Protocols for some library applications based on the upper layers are expected to become international standards within a year. The nature of the OSI networking architecture permits implementation and migration to the developing international standard. Interim standards can be adopted and replaced when necessary as national and international work proceeds on the ISO/OSI model. Thus, by adopting the ISO/OSI reference model, libraries in the State can make progress toward interconnecting systems and system components while national efforts proceed.

Local systems will need to be augmented with facilities conforming to the standards in order to effect communication with various systems.

11. **The Library Development Division should pursue and support programs to link systems and system components consistent with national efforts such as the Linked System Project (LSP).**

National efforts through the Linked Systems Project (LSP), the Library of Congress, the national utilities and cooperating vendors will result in the facilities needed to permit the exchange of bibliographic data. With a commitment to conform to international standards for system interconnections, State efforts will articulate well with national efforts. The prototype system now being tested at New York University is being used to link NYU's local computerized system with the Research Library Information Network (RLIN). To carry out this recommendation, the Library Development Division should require that the standards developed as a result of recommendations 9 and 10 be observed in State-funded projects at the earliest feasible date.

12. **The Library Development Division should have the capacity to test specific systems offered by vendors and verify that they meet these New York State standards.**

The Library Development Division must be able to review and test whether a vendor's proposed linkage mechanism meets the standards adopted for libraries in New York State. New York State should make use of the Library of Congress's Standard Network Interconnection (SNI) test facility and other qualified facilities to the extent feasible. Vendors should be expected to demonstrate their compliance to national and State standards by using this test.

13. **Plans for a statewide network must recognize the continuing importance of offline databases and the probability that some human intermediation will be needed to access these records.**

The overwhelming majority of linkages will be online computer to computer linkages. When appropriate, traditional manual facilities may be employed. Centers with bibliographies and indexes of materials not conveniently maintained in machine-readable form may be accessed by human assistance responding to queries via telephone or electronic mail.

CONSULTING AND TRAINING RECOMMENDATIONS

Libraries and library systems involved in automation face complex information needs. The Committee examined various roles of libraries, library systems, library schools and related organizations in meeting these information needs through consulting and training. The Committee makes six recommendations for consulting and training.

14. **The Library Development Division should develop an interactive online database of providers of library automation training and consultant services.**

An information gathering and referral service is needed to help libraries find help at the most appropriate level. An interactive database should list the consultative and training resources of all systems, the Library Development Division itself, vendors, bibliographic utilities and outside independent consultants. Listing would not constitute endorsement.

15. **The Library Development Division should seek and dispense technical information about vendors which do and do not meet international and na-**

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tional standards for bibliographic records, telecommunications standards, and linking capabilities.

Securing and dispensing technical information is most efficiently done at the state level to minimize duplicative efforts at the regional level. This will allow libraries and library systems to make intelligent, appropriate and cost-effective choices for their automation needs.

16. All library systems, using intersystem cooperation and resources, should identify needs, sponsor training, introduce new technologies and provide automation information.

Because the circumstances and resources of the automation program differ from region to region, particular responsibilities of public library systems, reference and research library resources systems, and school library systems in consulting and training will vary. The regions offer opportunities for intersystem cooperation to meet training needs through automation conferences and workshops, demonstrations, automation information centers, and participation in a statewide bulletin board.

17. Library schools within the State should be provided with access to automation systems developed by the Library Development Division for the statewide database.

Graduate library schools within the State can be encouraged to inform students about the State's programs for automation, resource sharing and database quality control. Library schools should be utilized as demonstration and training sites for new automation systems for accessing the statewide database.

18. Advanced technology internships should be supported by the State Library.

Internships can make effective use of library sites in the State. Beyond their value as opportunities for continuing professional education, advanced technology internships in libraries can provide short-term infusions of specialty skills.

19. The Library Development Division, using the resources of the Education Department and other external resources, should develop library automation training and support programs using, for example, video, teleconferences and internships.

The potentially high cost of developing training curricula and support materials requires the utilization of specialized state-level training resources already in place, such as the Center for Learning Technologies. This level of development enhances the capacity for replication across the State.

20. The possibility of statewide cooperation and negotiation to obtain deep volume discounts on software and hardware should be explored by the Library Development Division and information on discounts should be disseminated to library systems.

State agreements are used effectively by libraries for purchases of office supplies, audiovisual equipment, and other non-library-specific acquisitions. System-level and regional-level negotiated discounts sometimes exceed industry-wide levels. The possibility of extending and improving on regional-level discounts should be explored.

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Priorities

Each of the 20 recommendations is important, but some depend upon implementation of others. The Committee recommends the following eight priorities to the Library Development Division, library system directors, planners, and others concerned with automation and resource sharing.

1. Increased funding for automation.

Librarians and others concerned with access to information should support legislation which increases funding for an expanded Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program that addresses urgent equipment, database development, telecommunications and other needs. As State aid for operating library systems (public, school, and reference and research) is increased, administrators and boards should affirm their commitment to financing automation as a part of long-range development. System directors and other library leaders should help local library boards and institution administrators understand the importance of planning for automation as a part of ongoing operations. In addition, the State should invest significantly in the telecommunications infrastructure with a clear avenue for library participation, one result of which would be an improvement in library cost-effectiveness and services.

2. Development of telecommunications services.

Libraries, as vital components of the Governor's priority for education and training, must play a leadership role in the State's emerging telecommunications infrastructure, with the expectation that state-financed or state-assisted telecommunications are vital to library participation in all government-sponsored telecommunications initiatives.

3. Continued development of the statewide database.

The Library Development Division and the regions should place a high priority on continued development of the statewide database with attention to recommendations 4-8. Such continued development as recommended in this plan, and reasonable investment in offline products can appropriately precede major linking efforts, which should be based on recommendations 9-12.

4. Appraisal procedures and criteria for planning.

Implementation of recommendations 5, 6, and 7 requires development of appraisal procedures and instruments. The Criteria Task Force is prepared to develop these over the next months.

5. More effective working relationships among library systems within the regions and between the Library Development Division and the regions.

This plan suggests increased Library Development Division leadership in the Regional Bibliographic Data Bases and Interlibrary Resources Sharing Program, recognizing that the program is in large part regionally administered. Successful regional administration will require more effective working relationships among the public library systems, the school library systems, and the reference and research library resources systems in regional planning, decision-making and action. All need to keep in mind the resource sharing purposes of the legislation.

6. Implementation of the Recommendation to establish the Linkage Standards Task Force.

Implementation of recommendations 10 and 11 requires early action on recommendation 9, to constitute a Task Force to recommend standards and specifications for computer-to-computer communication.

7. The Library Development Division should seek and dispense technical information about vendors and standards.

Recommendations 9, 10, 11, and 12 presume strong Library Development Division involvement in securing adherence to standards. As libraries and library systems select vendors, they need sound technical information about the capacity of such vendors to meet international and national standards for bibliographic records, telecommunications standards and linking capabilities.

8. Increased cooperation among the Library Development Division, library systems, library schools, and others to provide expanded consultant and training services needed throughout the State.

Recommendations 14, 15, and 16 make clear the Committee's concern for action by both the Library Development Division, the library systems, etc., to provide needed training and consultation.

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IMPROVING ACCESS TO GOVERNMENT INFORMATION: THE NEW YORK STATE DOCUMENT DEPOSITORY PROGRAM

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IMPROVING ACCESS TO GOVERNMENT INFORMATION: THE NEW YORK STATE DOCUMENT DEPOSITORY PROGRAM

By Mary Redmond, Principal Librarian for Legislative and Governmental Services, New York State Library

New York State government agencies publish thousands of documents each year. In these publications, readers can locate current and historical information about New York State, its resources, its problems and its people. Legal materials, directories, statistical compilations, consumer and recreational brochures, maps and reports are just some of the kinds of documents produced by New York State government.

On January 1, 1989, the New York State Library implemented a redesigned New York State Document Depository Library Program for making these publications easily accessible. In its administration of the program, the State Library receives copies of publications produced by the Legislature and State agencies and disseminates these materials to a network of over 300 libraries throughout New York. Libraries selected to receive documents are chosen on the basis of location and for their ability to maintain a documents collection and to make it available to the public.

One of the main goals of the program is to deposit collections where citizens may freely consult publications produced by their State government. Another goal is to increase public awareness of these materials. An even more fundamental underlying goal is to create a system in which any library can serve as a source of information about New York State government documents and can knowledgeably refer clients to institutions with more extensive holdings. With these goals in mind, program redesigners provided for four levels of participation in the New York State Document Depository Program:

- *New York State Documents Information and Access Centers* have finding aids to help locate needed documents. They also refer clients to other depository libraries with more extensive document collections. There are over 160 Information and Access Centers in New York State.
- *New York State Documents Reference Centers* have a core collection of reference tools with information to answer frequently asked questions. Materials include State laws, regulations, statistics and directories. There are 100 Reference Centers in New York State.
- *New York State Documents Depository Libraries* receive a wide variety of documents in paper. Their collections include annual reports, special studies of issues by the Legislature and State agencies, consumer information and other records of governmental activities. There are 20 Documents Depository Libraries in New York State.
- *New York State Documents Research Depository Libraries* will have an extensive collection of documents on microfiche. They receive everything (excluding copyrighted material) that the State Library gets from issuing agencies. Over 2,000 documents per year will be available in this format. There are 20 Documents Research Depository Libraries in New York State.

BACKGROUND OF THE PROGRAM

The 1989 New York State Document Depository Program is a redesign of a system that had been in place since 1955. In that year, the Legislature enacted a law requiring State agencies to provide the State Library with 200 copies of their publications.[1] The State Library distributed this material to 98 in-state depositories and to a similar number of institutions outside of New York.

By the mid-1980s, it was evident that the existing program was not meeting the public's information needs. Some of the problems included:

- Receipt of insufficient numbers of publications
- Inability to accommodate requests for additional depository library designations;
- Complicated administrative structure of full and selective depository library status that was difficult to keep up to date;
- Lack of regular communication with depository members to ensure understanding of and compliance with program requirements.

To deal with this situation, the State Library contracted with the New York Library Association's Government Documents Roundtable (NYLA/GODORT) to study the program in light of new technologies, program changes at the depository library, the existing library systems and their document delivery capabilities, the efforts to reduce the cost of State government and the limited resources of the State Library.

The Task Force that NYLA/GODORT created for this purpose consisted of eight members representing

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both depository and nondepository libraries. Gregory P. Ames, University of Rochester, served as Task Force Chair. Other members were Suzanne Ayer, Albany Law School; Donna Burton, Union College; Diane Clark, SUNY at Oneonta; Edward Herman, SUNY at Buffalo; George LoPresti, SUNY at Farmingdale; Karen Smith, SUNY at Buffalo and NYLA/GODORT President; and Donald Voorhees, Corning Community College. Mary Redmond and Henry Ilnicki served as New York State Library liaisons.

In its September 1986 report to the State Library, the NYLA/GODORT Task Force on the New York State Depository Program recommended:

1. That the State Library redesign the New York State Document Depository Program, resulting in the formation of
    - A simplified, more efficiently administered depository program at the State level;
    - A system that maximizes reference and research library resource council interlibrary loan capability;
    - A more inclusive depository program in terms of quantity of documents;
    - A more effective depository program that combines fewer, but more comprehensive depositories, with improved referral and access capability statewide.
2. That NYLA/GODORT establish a permanent NYLA/GODORT Committee on New York State Government Documents to
    - Ensure depository program effectiveness;
    - Provide communication links between depository librarians and the State Library;
    - Make recommendations on the conduct of the program;
    - Help secure implementation of other Task Force recommendations.[2]

The State Library accepted the Task Force recommendations and requested NYLA/GODORT to appoint the standing committee. This committee consisted of ten members, one from each of the nine reference and research library resources councils, plus a Chair. Members were Donna Burton, Union College (Capital District); Jeannette Smithee, Central New York Library Resources Council (Central); Masako Yukawa, Long Island University, C.W. Post Campus (Long Island); Nancy Macomber, Queens College (METRO); Nancy Eldblom, SUNY at Potsdam (North Country); Claire Tuttle, Rochester Public Library (Rochester); Donald Voorhees, Corning Community College (South Central); Kathleen Connors, Thrall Library, Middletown (Southeastern); and Edward Herman, SUNY at Buffalo (Western). Karen Smith, SUNY at Buffalo and Past NYLA/GODORT President, was the Chair.

The Committee refined details of program redesign throughout 1987. In the summer of 1988, the State Library completed a massive mailing to about 1500 libraries in New York State describing the redesigned program and soliciting applications for participation. With the valuable assistance of the reference and research library resources systems, which created screening committees to review applications, the participants of the new program were in place on January 1, 1989.

FUTURE PLANS FOR THE DEPOSITORY PROGRAM

Improvement of the New York State Document Depository Program has not ended with program redesign and participant selection. The State Library and the NYLA/GODORT Committee on New York State Government Documents are continuing their work on improving public access to government information. Some of their projects include:

- **Regular communication with depository libraries.** Under terms of the program, each library designates a contact person who is responsible for receiving communications and responding to surveys conducted by the State Library. The State Library communicates with these contact persons on program implementation through memoranda and announcements.
- **Written guidelines for depository library participation.** Thanks to the NYLA/GODORT Committee, several titles will be available to aid depository library participants. Nancy Macomber of Queens College, with the help of a committee of authors, is editing the *New York State Document Depository Manual*. This title contains full descriptions of each depository type, expectations, responsibilities, procedures and other useful information. Another Committee member, Nancy Eldblom of SUNY Potsdam, has compiled the *Preliminary List of Classes of New York State Government Documents Arranged by Issuing Agency*. This is particularly useful to depositories that use the New York State Library Classification System for New York State Documents.
- **Redesign of *A Checklist of Official Publications of the State of New York*.** The State Library has published this monthly list of documents cataloged by the State Library during the month of issuance since 1947. The list is now coded to show for each title which level of depository library has received the material.

- **Improved bibliographic control.** Since 1987 (prior to depository program redesign), the New York Government Document Classification number has been displayed in the local call number field on the OCLC bibliographic utility. This information is thus available to any library wishing to use the classification system.[3]
- **Better publicity and user education.** A depository logo, consisting of an open book superimposed on the outline of New York State, symbolizes access to information produced by the government. Depository libraries have received supplies of window decals with the logo so that any client immediately knows the institution is a program participant. There will also be a series of publicity materials for distribution to the public. Brochures with a program explanation and participant listing, as well as bookmarks with the program logo, are being prepared.

Long-range future goals include continued dialog with State agencies to increase program awareness and support, investigation of the possibility of legislative authorization for the program, a statewide meeting to celebrate the first year of program operation and the inclusion of information in electronic format in the program.

CONCLUSION

The revised New York State Government Document Depository Program goes into operation with high expectations from program redesigners, administrators and documents librarians around the State. Already it has been possible to open up participation to a far greater number of libraries than would be accommodated under the previous system (three times as many, to be exact). As the program goes into effect, there will be careful monitoring to ensure smooth operation for improved public access to New York State government information.

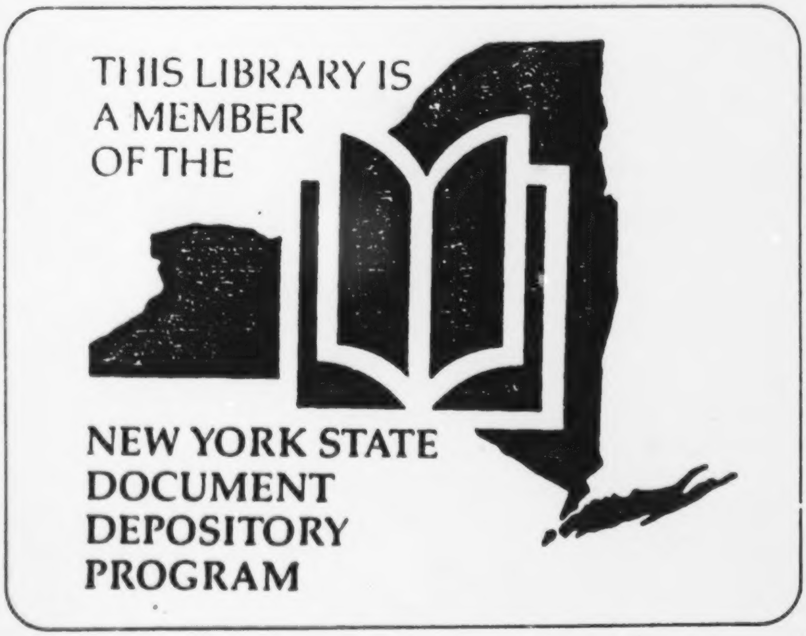
At present, there are vacancies in the Information and Access Center category. Participation at this level is open to any institution upon application. Interested libraries may request further information and application forms from the New York State Library, Legislative/Governmental Services, New York State Document Depository Program, Cultural Education Center, Albany, New York 12230.

NOTES

[1] New York State Printing and Public Documents Law, Section 6, Subdivision 3.

[2] New York State Library Association/Government Documents Roundtable, Task Force on the New York State Depository Program, Report and Recommendations to the State Library, September 1986, p.6.

[3] For a description of the New York State Library classification system for New York State documents, See New York State Documents: An Introductory Manual by Dorothy Butch (Albany: New York State Library Bibliography Bulletin 89, 1987), pp.116-120.



PARTICIPANTS IN THE NEW YORK STATE DOCUMENT DEPOSITORY PROGRAM

The following libraries participate in the New York State Document Depository Program at the level indicated.

KEY:

I = New York State Documents Information and Access Center
C = New York State Documents Reference Center
D = New York State Documents Depository Library
R = New York State Documents Research Depository Library

ALBANY
- Albany Law School (R)
- New York State Court of Appeals Library (I)
- New York State Dept. of Motor Vehicles Research Library (I)
- Schaffer Library of Health Sciences (I)
- SUNY at Albany (R)

ALBERTSON
- Shelter Rock Public Library (I)

ALDEN
- Ewell Free Library (I)

ALFRED
- SUNY College of Technology at Alfred (C)

AMHERST
- Daemen College (I)

ARCADE
- Arcade Free Library (I)

AUBURN
- Auburn Memorial Hospital Medical Library (I)
- Cayuga County Community College Library (C)

AURORA
- Wells College (I)

BABYLON
- Babylon Public Library (I)

BALDWIN
- Baldwin Public Library (I)

BALDWINSVILLE
- Baldswinville Public Library (C)

BALLSTON SPA
- Ballston Spa Public Library (I)

BATAVIA
- Richmond Memorial Library (I)

BATH
- Steuben-Allegany BOCES School Library System (I)

BAYVILLE
- Bayville Free Library (I)

BELLPORT
- Suffolk Cooperative Library System (D)

BEMUS POINT
- Bemus Point Library (I)

BINGHAMTON
- Broome Community College (I)
- Broome County Public Library (C)
- Broome Developmental Center Library (I)
- Our Lady of Lourdes Hospital Library (I)
- SUNY at Binghamton (R)
- Supreme Court Law Library (I)
- United Health Services/Binghamton General Hospital (I)

BLAUVELT
- Dominican College Library (I)

BLUE POINT
- Bayport-Blue Point Public Library (I)

BOSTON
- Boston Free Library (I)

BRENTWOOD
- Brentwood Public Library (C)
- Suffolk Community College, Western Campus (I)

BRIGHTWATERS
- Bayshore-Brightwaters Public Library (I)

BROCKPORT
- Seymour Library (I)
- State University College at Brockport (R)

BRONX
- Bronx Community College Library (I)
- Lehman College Library (C)
- New York City Criminal and Family Courts Library (I)
- SUNY Maritime College (C)

BRONXVILLE
- Sarah Lawrence College (I)

BROOKLYN
- Brooklyn College Library (D)
- Brooklyn Law School Library (C)
- Brooklyn Public Library (C)
- Brooklyn Public Library — Business Library (D)
- Long Island University, Brooklyn Center (C)
- New York State Department of Labor Library (I)
- Pratt Institute Library (C)

BUFFALO
- Buffalo and Erie County Public Library (R)
- Buffalo State College, E.H. Butler Library (C)
- Canisius College (C)
- D'Youville College (I)
- Millard Fillmore Hospitals (I)
- SUNY Buffalo, Lockwood Library, Amherst Campus (R)
- SUNY Buffalo, Sears Law Library (I)
- Supreme Court Library at Buffalo (C)
- Trocaire College (I)

CANAJOHARIE
- Canajoharie Library and Art Gallery (I)

CANANDAIGUA
- Canandaigua Senior Academy Library (C)
- Community College of the Finger Lakes (C)

CANTON
- North Country Reference and Research Resources Council (I)
- St. Lawrence University (C)
- SUNY College of Technology at Canton (C)

CARLE PLACE
- BOCES-NERC, Carle Place Center Concourse (I)

CARMEL
- Reed Memorial Library (C)

CENTRAL ISLIP
- Islip Public Library (I)

CHAPPAQUA
- Chappaqua Public Library (C)

CHATHAM
- Chatham Public Library (I)

CLINTON
- Kirkwood Town Library (I)
- Hamilton College (I)

COBLESKILL
- SUNY College of Agriculture and Technology (C)

CORINTH
- Corinth Free Library (I)

- CORNWALL
  - Cornwall Central High School (I)
- CORNING
  - Corning Community College (C)
- CORTLAND
  - Corning Area Public Library (I)
  - Cortland Free Library (I)
  - State University of New York at Cortland (C)
- DELHI
  - SUNY College of Technology at Delhi (C)
- DIX HILLS
  - Half Hollow Hills Community Library — Main Library (I)
- DRYDEN
  - Tompkins Cortland-Community College (C)
- EAST BLOOMFIELD
  - Bloomfield Public Library (I)
- EAST ISLIP
  - East Islip Public Library (I)
- EAST ROCHESTER
  - East Rochester Public Library (I)
- EAST ROCKAWAY
  - East Rockaway Public Library (I)
- ELMIRA
  - Elmira College (C)
  - Schuyler-Chemung-Tioga BOCES School Library System (I)
  - Steele Memorial Library (I)
- FAIRPORT
  - Fairport Public Library (C)
- FARMINGDALE
  - Farmingdale Public Library (I)
  - SUNY College of Technology at Farmingdale (C)
- FISHKILL
  - Blodgett Memorial Library (I)
- FLORAL PARK
  - Floral Park Public Library (I)
- FLUSHING
  - CUNY Law School Library (I)
  - Queens College (R)
- FREDONIA
  - State University College at Fredonia (D)
- FULTON
  - Fulton Public Library (I)
- GARDEN CITY
  - Adelphi University (C)
  - Garden City Public Library (I)
  - Nassau Community College (C)
- GENESEO
  - State University College at Geneseo (D)
- GENEVA
  - De Sales Senior High School Library (I)
  - Geneva Free Library (I)
  - Geneva Middle School Library (I)
  - Hobart and William Smith Colleges (C)
- GLENS FALLS
  - Crandall Library (C)
- GREAT NECK
  - Great Neck Library (I)
- GREENLAWN
  - Harborfields Public Library (C)
- GREENVALE
  - Long Island University, C.W. Post Campus (R)
- HAMILTON
  - Colgate University (C)
- HASTINGS-ON-HUDSON
  - Hastings-on-Hudson Public Library (I)
- HELMUTH
  - Gowanda Psychiatric Center (I)
- HEMPSTEAD
  - Hempstead Public Library (C)
  - Hofstra University (C)
  - Hofstra University School of Law (I)
- HERKIMER
  - Frank J. Basloe Library (C)
  - Herkimer County BOCES School Library System (I)
  - Herkimer County Law Library (I)
- HEWLETT
  - Hewlett-Woodmere Public Library (I)
- HICKSVILLE
  - Hicksville Public Library (I)
- HIGHLAND
  - Highland Public Library (I)
- HIGHLAND FALLS
  - James I. O'Neil High School Library (I)
- HONEOYE FALLS
  - Mendon Public Library (I)
- HUNTINGTON
  - Touro College Law Library (C)
- HUNTINGTON STATION
  - South Huntington Public Library (I)
- ILION
  - Ilion Free Library (C)
- ISLIP
  - Islip Public Library (I)
- ITHACA
  - Cornell Law Library (I)
  - Cornell University, Martin P. Catherwood Library (C)
  - Cornell University, Olin Library (DR)
  - Ithaca College (C)
  - Tompkins County Public Library (C)
  - Tompkins-Seneca-Tioga BOCES School Library System (I)
- JAMAICA
  - New York State Supreme Court Law Library-Queens 11th Judicial District (C)
  - Queens Borough Public Library (C)
  - St. John's University (C)
- JAMESTOWN
  - James Prendergast Library Association (C)
  - Jamestown Community College (I)
- JOHNSON CITY
  - United Health Services/Wilson Hospital (I)
- KENMORE
  - Kenmore Mercy Hospital (I)
  - Town of Tonawanda Library — Kenmore Branch (C)
- LEVITTOWN
  - Levittown Public Library (C)
- LEWISTOWN
  - Lewistown Public Library (I)
- LIBERTY
  - Sullivan BOCES School Library System (I)
- LOCH SHELDRAKE
  - Sullivan County Community College (C)
- LOCKPORT
  - Lockport Public Library (C)
- LONG BEACH
  - Long Beach Public Library (I)
- LOUDONVILLE
  - Siena College Library (I)
  - William K. Sanford Town Library (Colonie) (C)
- LYNBROOK
  - Lynbrook Public Library (I)

- MALONE
  - Wead Library (C)
- MALVERNE
  - Malverne Public Library (I)
- MANHASSET
  - Manhasset Public Library (I)
- MARLBORO
  - Marlboro High School Media Center (I)
- MATTYDALE
  - Salina Free Library (I)
- MEDINA
  - Lee-Whedon Memorial Library (C)
- MELVILLE
  - Half Hollow Hills Community Library, Branch (I)
- MIDDLE ISLAND
  - Longwood High School Library (I)
- MIDDLETOWN
  - Middletown Junior High School Library (I)
  - Thrall Library (C)
- MINEOLA
  - Nassau County Supreme Court Law Library (C)
- MONROE
  - Monroe Free Library (I)
- MONTGOMERY
  - Valley Central High School Library (I)
- MONTOUR FALLS
  - New York State Academy of Fire Science Library (I)
- MORRISVILLE
  - SUNY College of Agriculture and Technology (C)
- MOUNT KISCO
  - Mount Kisco Public Library (C)
- MOUNT VERNON
  - Mount Vernon Public Library (R)
- NAPLES
  - Naples Junior/Senior High School Library (I)
- NEW HARTFORD
  - Oneida County BOCES School Library System (I)
- NEW PALTZ
  - SUNY New Paltz (R)
- NEW ROCHELLE
  - College of New Rochelle (I)
  - New Rochelle Public Library (C)
- NEW YORK
  - City College Library (C)
  - Columbia University (R)
  - Fordham Law Library (C)
  - Hunter College Library (C)
  - John Jay College of Criminal Justice Library (C)
  - Mount Sinai School of Medicine (I)
  - Municipal Reference and Research Center (C)
  - New York Law School Library (I)
  - The New York Public Library, Mid-Manhattan Library (C)
  - The New York Public Library, The Research Libraries (DR)
  - New York State Supreme Court Law Library Civil (I)
- NEWARK
  - Newark Public Library (C)
  - Newark Senior High Library (I)
- NEWBURGH
  - Mount Saint Mary College (I)
  - Newburgh Free Library (D)
- NIAGARA FALLS
  - Niagara Falls Public Library (C)
- NIAGARA UNIVERSITY
  - Niagara University Library (C)
- NORTH BELLMORE
  - North Bellmore Public Library (I)
- NORTH COLLINS
  - North Collins Memorial Library (C)
- OGDENSBURG
  - Mater Die College (I)
  - Ogdensburg Public Library (D)
- OLD FORGE
  - Old Forge Library (I)
- OLD WESTBURY
  - SUNY College at Old Westbury (I)
- ONEIDA
  - Oneida Library, Inc. (C)
- ONEONTA
  - SUNY at Oneonta (D)
- ORANGEBURG
  - Long Island University, Rockland Campus (R)
- ORCHARD PARK
  - Erie Community College/South (I)
- OSWEGO
  - SUNY Oswego (R)
- OYSTER BAY
  - Oyster Bay-East Norwich Public Library (I)
- PATCHOGUE
  - Patchogue-Medford Library (C)
- PEEKSKILL
  - Field Library (I)
- PENFIELD
  - Penfield Public Library (C)
- PENN YAN
  - Penn Yan Academy Library (I)
  - Penn Yan Public Library (I)
- PINE BUSH
  - Pine Bush High School Library (I)
- PITTSFORD
  - Pittsford Community Library (C)
- PLATTSBURGH
  - SUNY College Plattsburgh (R)
- PLEASANTVILLE
  - Pace University (C)
- PORT JERVIS
  - Port Jervis Free Library (C)
  - Port Jervis High School Library (I)
- PORT WASHINGTON
  - Port Washington Public Library (D)
- PORTVILLE
  - Portville Free Library (I)
- POTSDAM
  - Clarkson University (I)
  - SUNY College at Potsdam (D)
- POUGHKEEPSIE
  - Greater Poughkeepsie Library District (D)
  - Dutchess Community College Library (C)
  - LaGrange Association Library (I)
  - Marist College (C)
  - Vassar College (C)
- PURCHASE
  - SUNY College at Purchase (D)
- RANSOMVILLE
  - Ransomville Free Library (I)
- RIVERHEAD
  - Riverhead Free Library (I)
  - Suffolk Community College, Eastern Campus Library (C)

- ROCHESTER
  - Brighton Memorial Library (C)
  - Center for Governmental Research (I)
  - Gates Public Library (I)
  - Monroe Developmental Center Staff Library (I)
  - Nazareth College of Rochester (C)
  - New York State Appellate Division Fourth Department Law Library (C)
  - Rochester Institute of Technology (I)
  - Rochester Public Library (R)
  - St. John Fisher College (C)
  - University of Rochester (D)
- ROCKVILLE CENTRE
  - Rockville Centre Public Library (I)
- ROME
  - Jervis Public Library (C)
- ROSLYN
  - Bryant Library (I)
- RUSH
  - Rush Public Library (I)
- RYE
  - Rye Free Reading Room (I)
- SALAMANCA
  - Salamanca Public Library (I)
- SANBORN
  - Niagara County Community College (C)
- SARANAC LAKE
  - North Country Community College Library (C)
- SARATOGA SPRINGS
  - Skidmore College (D)
  - Southern Adirondack Library System (I)
- SCARSDALE
  - Scarsdale Public Library (I)
- SCHENECTADY
  - Capital District Library Council (I)
  - Schenectady Community College Library (I)
  - Schenectady County Public Library (D)
- SEAFORD
  - Seaford Public Library (I)
- SELDEN
  - Suffolk Community College, Ammerman Campus Library (C)
- SETAUKET
  - Emma S. Clark Memorial Library (I)
- SHERRILL
  - Madison-Oneida BOCES School Library System (I)
- SHIRLEY
  - Mastics-Moriches-Shirley Community Library (I)
- SIDNEY
  - Sidney Memorial Public Library (I)
- SLOATSBURG
  - Sloatsburg Public Library (I)
- SPARKILL
  - St. Thomas Aquinas College (I)
- SPRING VALLEY
  - Finkelstein Memorial Library (I)
- SOUTHAMPTON
  - Southampton Campus/Long Island University (C)
- SPENCERPORT
  - Farmers' Library Company of Ogden (C)
- ST. BONAVENTURE
  - St. Bonaventure University (D)
- STONY BROOK
  - SUNY at Stony Brook (R)
- SYRACUSE
  - Community-General Hospital of Greater Syracuse (I)
  - Fairmount Community Library (I)
  - LeMoyne College Library (C)
  - Onondaga County Public Library (D)
  - SUNY College of Environmental Science and Forestry (I)
  - SUNY Health Science Center at Syracuse Library (I)
  - Supreme Court Law Library (C)
  - Syracuse University (R)
  - Syracuse University Law School (I)
- TROY
  - Rensselaer Polytechnic Institute (I)
  - Russell Sage College (C)
  - Troy Public Library (C)
- TUXEDO PARK
  - Tuxedo Union Free School District Library (I)
- UNIONDALE
  - Nassau Library System (C)
  - Uniondale Public Library (I)
- UTICA
  - Mid-York Library System (I)
  - SUNY College of Technology (DR)
  - Supreme Court Law Library (I)
  - Utica College Library (C)
  - Utica Public Library (C)
- VALLEY COTTAGE
  - Valley Cottage Free Library (I)
- VICTOR
  - Victor Free Library (I)
- WARWICK
  - Warwick Valley High School Library Media Center (I)
- WATERTOWN
  - Jefferson Community College (I)
  - New York State Supreme Court Law Library (C)
- WAVERLY
  - Waverly Free Library (I)
- WELLSVILLE
  - David A. Howe Public Library (C)
- WEST BABYLON
  - West Babylon Public Library (I)
- WEST POINT
  - United States Military Academy Library (I)
- WESTBURY
  - Westbury Memorial Public Library (I)
- WHITE PLAINS
  - Pace University Law Library (I)
- WHITESBORO
  - Dunham Public Library (C)
- WILLIAMSVILLE
  - Erie Community College/North (C)
- WILLARD
  - Willard Psychiatric Center, Hatch Library (I)
- WOODSTOCK
  - Woodstock Library (I)
- YONKERS
  - Yonkers Public Library (C)

STATE AGENCIES REPORT FILING WITH THE NEW YORK STATE LIBRARY

January 1992

Honorable Saul Weprin
Speaker
New York State Assembly

and

Honorable Richard Brodsky
Chairman
Oversight, Analysis & Investigation Committee
New York State Assembly

Introduction

> A popular government without popular information, or the means of acquiring it, is but a prologue to a farce, or a tragedy; or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors, must arm themselves with the power which knowledge gives.
>
> -James Madison

For most citizens, the public library system serves as the primary source for information on government operations and a host of other subjects. Libraries are the depositories of knowledge where individuals can seek answers, clarify uncertainties, broaden their horizons and become better focused and directed as they look to other sources for knowledge and information.

Within this context, the current collection of state public documents maintained by the New York State depository system must be regarded with dismay. A September 1986 report by the New York Library Association/Government Documents Roundtable Task Force on the New York State Depository Program Report and Recommendations estimated that the New York State Library's collection of public documents includes only one third of all state documents published.

The New York State Library acts as the central repository for all state documents. Article 2, section 6, subdivision 3 of the State Printing and Public Documents Law requires every state officer, department, commission, institution and board to submit 200 copies of all reports, upon completion, to the State Library. Subdivision 3-a requires all New York State departments, divisions, agencies or authorities that produce or finance any films, videos or other electronic information program, to submit notification upon completion to the gifts and exchange division of the State Library for inclusion in a central catalogue.

Providing the State Library with copies of public documents is advantageous to state agencies. Each document is catalogued and listed in the Checklist of Official Publications of the State of New York. In addition, all publications are microfiched to ensure permanent preservation and availability.

The Library's distribution procedures to library branches throughout the state bring state government publications to all New York State residents. Additionally, the State Library sends public documents to other states and foreign countries. This serves to publicize agencies' efforts and achievements statewide, nationwide and internationally.

Over a year ago, the Assembly Oversight, Analysis and Investigation Committee sought particular state agency reports from the State Library, only to find such reports had not been filed. This prompted an effort by the Committee to fully document compliance with the law, to determine the extent of the problem and to explore possible areas for statutory and administrative reforms.

To that end, the Committee conducted an in-depth study of the history of the State Printing and Public Documents Law, and analyzed the depository programs of the other 49 states and the federal government. In addition, the Committee conducted a survey of 81 state agencies, requesting lists of agencies' most recent publications, a listing of which reports were sent to the State Library and a contact person for future questions. The agencies were also asked for their policy, written or unwritten, regarding compliance with the law. A follow-up letter requested information on compliance with subdivision 3(a) of Article 2, Section 6 of the State Printing and Public Documents Law, regarding electronic information programs. The letter also asked each agency to provide a workable definition for the term "report" or "public document," neither of which are defined in the existing statutes.

Appendices A and B to this report provide, respectively, a brief legislative history of the laws governing public document filing with the State Library and a chart of the distribution programs of other states. Appendix C is a summary of the responses from agencies to the Committee's survey.

The following presents major findings and recommendations resulting from this comprehensive review.

FINDINGS

1. Many agencies are unaware of the law's provisions.

Only 10 percent of the 70 agencies that responded to the survey indicated they were aware of the requirements of the State Printing and Public Documents Law. Twenty-seven percent of the agencies specifically stated they were not aware of the law, and another 46 percent of the agencies did not explain their level of awareness.

2. Agencies have failed to send the required number of reports to the Library.

Of the 38 agencies indicating the number of reports they have sent to the State Library, 9 percent affirmed they have sent 200 copies or the "requisite" number, while another 31 percent sent

30 copies or less. Of those agencies that sent 200 copies, most only sent the State Library 200 copies of their annual report and no other reports. Other reports or published materials were sent to the State Library in far more limited quantities, if at all. Twelve agencies specifically indicated they would now be sending 200 copies of their reports to the State Library in response to the Oversight Committee's letter, and it is believed that still more agencies will comply with the law's requirements in the future.

3. Communication between the State Library and state agencies has deteriorated.

Noncompliance seems to have stemmed in large part from agencies' unawareness of the provisions of the law, and it appears that merely reminding agencies of the State Printing and Public Documents Law is sufficient to inspire far greater compliance. This was suggested by one agency, commenting that the State Library should "occasionally notify agencies to remind them of this provision of the Law ... This is particularly important for small agencies which might produce a limited amount of printed material and might, therefore, not be accustomed to remembering that copies of this material must be sent to the Library." Also advocating improved communication between the State Library and state agencies was another letter stating:

> The State Library's distribution system is so impressive, I think awareness of how the system operates would encourage compliance. It is reassuring to know that a copy of each report will be microfiched to be reproduced upon request, and that 20 copies will go to depository libraries scattered around the State, libraries that pledge never to throw out anything.

Such replies from state agencies to the Committee's survey were not uncommon, which indicates a great need for improved relations between the library and the agencies.

4. Agencies find the current copy requirements burdensome.

The 200 copy requirement alarmed many agencies. As one agency explained, "The mandated filing quantity exceeds the number of report copies that the Division ordinarily publishes for its intended audiences and purposes, and is viewed as unrealistic for this reason and because of the cost entailed." Twenty-one other agencies made similar statements regarding the cost or difficulty of printing an additional 200 copies of each report for the State Library's distribution purposes.

5. A failure to define the term "report" added to agencies' confusion.

Eleven agencies expressed some confusion with or specifically recommended the need for a definition of the term "report" as used in the State Printing and Public Documents Law. These agencies were uncertain which documents should be included in the definition, and several agencies sought further clarification.

6. Neither agencies nor the State Library have complied with the provisions governing electronic information programs.

Forty-three respondents addressed the issue of electronic information programs. None indicated they were aware of the law, while 23 percent of agencies said they did not know of subdivision 3(a)'s requirements and another 70 percent did not explain their level of awareness. Five agencies specifically claimed to be exempt based on their reading of the law's legislative history.

Twenty-two of the respondents said they produce some form of electronic information programs. Thirty-six percent of those indicated that production was limited to in-house or training programs, public service announcements or advertisements. These items would all be classified as serving administrative or operational purposes, and virtually all of the agencies producing such programs did not believe they needed to notify the library of the program's completion. Twenty-seven percent of the agencies indicated they were notifying the library of these programs in response to the Committee's inquiry, or that they would be sure to do so in the future. None of the agencies indicated they had regularly informed the State Library in the past upon the completion of an electronic information program.

The gifts and exchange division of the State Library only catalogues those documents it has received, notwithstanding the fact that the law requires library cataloguing simply upon agencies's notification to the library. Therefore, even in instances when the State Library might have received regular notification from agencies, this information was not centrally catalogued in accordance with the law. In addition, the notification provided by agencies is insufficient for other aspects of library cataloguing procedures. Therefore, gifts and exchange must contact each agency upon receiving notification of the completion of an electronic information program to obtain sufficient information for the incorporation of that program in the State Library's checklists of government publications.

RECOMMENDATIONS

1. Streamline and clarify the laws governing the filing of public documents with the New York State Library.

It is recommended that the laws pertaining to the filing of public documents with the New York State Library be strengthened. Provisions to clarify agencies' and the Library's responsibilities will help to ensure better compliance with the law in the future. Revisions will also result in better and more widespread access to public documents by New York State citizens. It is therefore recommended that the following steps be taken.

Enact legislation that will:

- Simplify, clarify and eliminate redundancy
- Define the terms "state agency" and "public document"
- Revise minimum copy requirements
- Designate public information officers within each agency who will interact with the State Library regarding the submission of public documents to the Library
- Designate the State Library as the central repository for public documents in New York State
- Empower the State Library to develop a statewide documents depository system
- Require state agencies to incorporate a list of all published materials in their annual reports
- Ensure the Library receives these public documents at no cost

The justification and rationale for these provisions follow.

Clarify the Relevant Provisions of Existing Laws

Subsections 3 and 3-a of Article 2, Section 6 of the State Printing and Public Documents Law are intended to serve the same purpose, but they are targeted at slightly different governmental bodies and are not widely known or understood. These subsections currently fall under section 6, Departmental Printing. This has caused confusion because some state agencies maintain they are classified as "Legislative Printing for the Executive" within the provisions of Section 4 of the State Printing and Public Documents Law, titled Legislative Printing. This designation exempts them from the distribution requirements mandated by section 6, Departmental Printing. Incorporating these provisions in a separate section relating to the distribution of public documents would clarify to whom these provisions of law apply.

The law should also charge the gifts and exchange division of the State Library with the responsibility of generating monthly and annual checklists of all materials received, and incorporating this information into a central catalogue.

The law should be clear that state agencies cannot charge the New York State Library for copies of public documents submitted pursuant to these provisions. This would further enhance the State Library's access to public documents and hence, the public's greater access to these documents.

Clarify definitions

The State Printing and Public Documents Law, as well as Section 47 of the Legislative Law, should be amended to include workable definitions of "state agency," and "public document." Ambiguity in current law has resulted in extensive confusion and inadequate compliance with the provisions of these laws.

The term "state agency" should be defined broadly in the State Printing and Public Documents Law to include any State Office, Department, Division, Board, Bureau, Commission, or Authority excluding the New York State Legislature and all its Standing, Special, Select and Joint Committees and Task Forces. As revealed in a comparative analysis of the depository laws of the other 49 states, this is the definition most commonly used, usually in a slightly modified form, by the thirty-seven states that provide a comprehensive, or semi-comprehensive definition of what constitutes a state agency. The Legislative law should clarify that reports of the Legislature or any of its Standing, Special, Select or Joint Committees, Commissions, or Task Forces should all be sent to the State Library.

In addition, the term "public document" should be used in lieu of "document" or "report" in both the Legislative Law and the State Printing and Public Documents Law. This term should reflect the types of reports currently produced by agencies and the Legislature. By defining in law what is to be sent by agencies to the library, both the sender and receiver will know what their responsibilities are.

Request Fewer Copies of Public Documents

The number of copies of most public documents sent to the State Library should be reduced to 30. Under the current law, the State Library should be receiving 100 copies of all public documents from the secretary of the Senate and the clerk of the

Assembly in accordance with Section 47 of the Legislative Law. These documents are not defined in the law.[1] Thus, current law requires a total of 305 reports be submitted to the State Library -- 100 copies in accordance with the Legislative Law, 200 copies in accordance with the State Printing and Public Documents Law and 5 copies in accordance with the Education Law. The present number of copies far exceeds the State Library's actual needs.

The State Library suggests that requiring state agencies and the Legislature to submit 30 copies of a public document should meet the Library's current distribution needs. The State Library needs 20 copies of all documents for its depository program, another three copies for in-house use (one each for permanent files, loan, and inter-library loan), another copy each for the Library of Congress, the Chicago Research Library, the National Library of Canada, and one additional copy to be microfiched.

The State Library also has a list of 17 "core" [2]publications which it distributes to most or all of its depositories. To meet these greater distribution needs, state agencies should be required to submit 150 copies of core publications as specified by the New York State Library. These documents can then be distributed to the 100 documents reference centers, 20 documents depository libraries and 20 documents research depository libraries. Documents reference centers are located throughout the state with a minimum of five in each region, and should have a collection of reference tools containing information to assist in answering frequently asked questions. The documents depository libraries receive basic bibliographic tools, the core titles, and any other documents received by the State Library in quantities sufficient for distribution. There are two such libraries in each region, except in the New York City area which has two extra, and they serve as the central resource for paper copies of most government documents. Documents research depository libraries, consisting of two in each region and an additional two in New York City, possess microfiche collections of government documents for viewing, inter-library loan and reproduction.

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[1] The 1979 Clerk's Manual of Rules, Procedures and Precedents of the Legislature defined such reports to include those reports of state offices, departments, commissions, institutions and boards which are sent to the Legislature.

[2] These core publications include, among other documents, the Legislative Manual, New York State Statistical Yearbook, Budget Summary/Annual Budget Message, Vital Statistics and the State Phone Directory.

Designate Public Information Officers

Each agency should designate a public information officer, who will serve as the liaison between the State Library's gifts and exchange division and the agency and who will be responsible for sending the requisite number of public documents to the Library. The agency should also inform gifts and exchange of the identity of this public information officer to eliminate future confusion. Assigning a public information officer will help ensure compliance with the State Printing and Public Documents Law and foster better relations between the State Library and state agencies.

In the past, the State Library has found it difficult to identify agency contacts when seeking to obtain reports in accordance with the law. Several agencies indicated, in their responses to the Committee's inquiry regarding compliance with the State Printing and Public Documents Law, that they were uncertain where public documents should be sent. Improved communications should rectify both situations.

New York State's Central Repository and Depository System

The current depository system in New York State was never established by statute, nor was the role of the State Library as the center of the depository system expressly and statutorily established. The State Printing and Public Documents Law should be amended to specifically designate the New York State Library as the central repository for public documents, and it should empower the State Library to establish a depository program consistent with the Legislature's commitment to increased access to public documents. Since the State Library already serves as the central repository, the legislation is not imposing any new responsibility on the State Library, but rather, it recognizes in statute, practices already in place.

Include Agency Publications in Each Annual Report

The State Library has faced tremendous difficulty in determining if it has a complete collection of government documents, because there is no central listing of such publications. Documents are not included in the library's central catalogue until they are in the library's possession. Since subdivision 3-a of Article 2, Section 6 of the State Printing and Public Documents Law only requires notification, and not the actual filing of copies of electronic information programs with the State Library, this information is not reflected in the Library's monthly checklist.

It is in the public's interest to have access to an accurate record of all documents produced for public distribution by New York State government. To that end, all public documents and other documents, including pamphlets, brochures and videos should be listed in each agency's annual report. Incorporating lists of these documents in agency annual reports will provide librarians and citizens with a ready resource for determining where to find additional information on various topics addressed by New York State government. In fact, the 1965 Interdepartmental Management Improvement Council issued guidelines to agencies for use in compiling annual reports. It urged agencies to include information on publications in their annual report. A 1969 Comptroller's Audit on Publications Printed by State Departments, Agencies and Authorities recommended compliance with these guidelines.

This annual listing can also serve as a checklist to the State Library in determining which publications warrant distribution to the depository libraries. The State Library should be authorized to request thirty copies of any document listed in an agency's annual report which it has not already received via that agency's public information officer. This would ensure more comprehensive collections of government documents.

2. The State Library must improve its outreach to ensure the continued awareness of the value of public document filing with the State Library.

Formalized outreach programs must be instituted by the State Library to ensure better compliance with the State Printing and Public Documents Law.

The gifts and exchange division of the State Library should be responsible for issuing formal reminders to the public information officer of each state agency regarding the forwarding of agency publications to gifts and exchange. These reminders should be issued at least annually.

By explaining the breadth of the Library's distribution system, agencies will better appreciate the advantages of providing the library with their important government documents. One copy of each publication is kept in the State Library's collection for consultation or photocopying. Another copy is available for loan. Copies are sent to each of the State Library's 20 documents reference centers, and microfiche copies are distributed to each of the 20 documents research depository libraries. Another 100 copies of the "core" publications are distributed to documents reference centers. All documents information and access centers, which include more than 160 libraries throughout New York State, have access to these documents through the checklist and inter-library loan program.

By informing agencies of these advantages and reminding them of the importance of the State Printing and Public Documents Law, far more extensive, voluntary compliance with the law's provisions should result.

APPENDIX A

Legislative History

Several laws require the filing of state public documents with the New York State Library. The key provisions of these laws are set forth below.

Education Law: Title 1, Section 250 of Article 5 of the Education Law requires the Regents to "maintain a duplicate department to which each state department, bureau, board or commission shall send not less than five copies of each of its publications when issued, and after completing its distribution, any remaining copies which it no longer requires." Established originally, by Chapter 529 of the Laws of 1889, this law is a clear indicator of the Legislature's long-standing commitment to the preservation and public distribution of government documents, by requiring state agencies to send copies of all publications to the duplicate department. The gifts and exchange division of the State Library currently serves as this duplicate department.

Legislative Law: Section 47 of the Legislative Law applies to officers and institutions entitled to receive bound volumes of legislative journals, bills and documents. This law requires the secretary of the Senate and the clerk of the Assembly to respectively distribute 200 copies of the journals, 100 copies of the documents, and five copies of the bills, once bound together, to the New York State Library. The Library is responsible for distributing these documents to the state's incorporated colleges and universities, all other states and territories, and for literary and scientific exchanges in which it was engaged. This law was amended in 1955 to reduce the number of copies of the documents sent to the State Library to 100.

State Printing and Public Documents Law: Subdivision 3 of Section 6 of Article 2 of the State Printing and Public Documents Law (Chapter 316, Laws of 1955), defines the Library's primary role in receiving government documents by requiring delivery to the State Library of 200 copies of all reports of every state officer, department, commission, institution and board.

Subdivision 3-a of Section 6 of Article 2 (Chapter 1011, Laws of 1973), further requires state departments, agencies or authorities that produce or finance a film, audio or video tape, or other electronic information program to submit notification upon completion to the gifts and exchange division of the State Library; a physical copy of the electronic information program need not be forwarded to the State Library. The Library is then responsible for incorporating this information in monthly and annual checklists, as well as its central catalogue. The law specifically directs state agencies to submit this information to the gifts and exchange division of the State Library because gifts and exchange is responsible for receiving, cataloguing and distributing all documents.

With the exception of these amendments in 1955 and 1973, most of the changes to the State Printing and Public Documents Law were enacted to open printing contracts to more competitive bidding, thereby reducing costs.

This law has not kept pace with changes in government reporting practices. Earlier versions of the law itemized those agencies governed by the Departmental Printing provisions, however, those designations were repealed by Chapter 160 of the Laws of 1976 to simplify the law, and a definition of "agency" was never developed in their place.

While the State Library has developed a depository program, the law does not either establish a state depository system, nor does it officially authorize the State Library to create a statewide depository system.

Also, "reports" were never defined in the law. While annual reports used to be the primary report issued by state agencies, the number and types of reports now issued by state agencies, either on their own initiative or pursuant to a statutory requirement, have dramatically increased.

Depository Programs in Other States

Other states have imposed a variety of regulations on state agencies in an attempt to develop a centralized depository for all state government documents. Some states have explicit regulations for the coordinated distribution of these documents, while others have their state libraries gather documents in a piecemeal fashion in the absence of comprehensive legislation. The most comprehensive resource for this information is Margaret T. Lane's reference handbook entitled, State Publications and Depository Libraries. Published in 1981, some of the information in this book may be outdated.

A more limited survey of a dozen of these states by Committee staff revealed that few changes, if any, have been made to states' laws. Some state libraries, like New York, have revised and refined their depository programs, independent of any statute. A summary of the provisions of the laws of each of the other 49 states is included in Appendix B.

APPENDIX B

State	Law	Agency Contact	Depository Coordinator	Checklist	Number of Copies
Alabama	1975 Section 41-6-12	state printer or other person printing copies	Department of Archives & History	quarterly Accessions List	250 copies for free distrib & exchange
Alaska	Article a Sec. 14.56.090-180	unspecified	State Library Distribution & Data Access Center	regularly published index	at least 4 copies, addtl copies upon request for lib.
Arizona	Rev. Stat. Sec. 41-1335	Heads of depts & all officers & agents of the state	Dir. of Dept of Library, Archives & Public Records	listed, don't know how often	Dir. requests # of copies needed for depository system & all exchanges
Arkansas	Act 489 of 1979, Act 241 of 1981 require state agencies to deposit no less than 4 and up to 50 copies	designated agency employee w/knowledge of dept. org. structure	Coordinator for Documents Services	submit monthly by document liaison	SDR-if 300+ printed, 29 copies to Lib. LDR-print 100-299, 19 copies to Lib. Waiver->100, 4 copies Biennial reports-50
Cal.	Library Distribution Act, Govt Code Sections 14900-14910-make all state publications freely available to inhabitants of the state	State Printer or Agency for in-house pub. Must distribute to ea. depository & State Lib.	State Library, Govt Pub. Service interprets LDA requirements	monthly or quarterly by State Library	50 copies-ea. pub. except bills, journals & histories-State Lib 3 copies-ea. agency
Colorado	1980, 24-90-201 to 208	unspecified	State Library, Depository & Distribution Center	quarterly by State Library	at least 4 copies & one copy of AV materials, addtl may be required by lib.
Conn.	1980, 11-9b to 9d	designate staff	State Library	at least monthly, annual cum.	sufficient number to meet depository system needs
Delaware	tit. 29, Sec. 507 & 8610	unspecified	Administrator of Libraries & Dept of State	quarterly, Dept of State	2 copies to Dept of State; as many as requested by lib.
Florida	Ch. 257.05, Fla. Statutes	unspecified	Division of Library & Information Services	bibliography pub. monthly, annual cum.	35 copies with option of obtaining 15 more; 2 copies for print batches of 40 or less

State	Law	Agency Contact	Depository Coordinator	Checklist	Number of Copies
Georgia	1979, Sec. 101-201, 101-204	dept/inst of exec. branch	Librarian	annual dept list	3 copies
Hawaii	Sec. 93-1 to 93-5	unspecified	State Library, Publications Distrib. Center	unstated	15 copies, addtl copies upon request if available
Idaho	Sec. 33-2510, 1979	unspecified	State Librarian	unstated	20 copies
Illinois	1979, Ch. 128 Sec. 121	unspecified	State Librarian	from time to time	sufficient for collection & exchange, librarian specified 40 free & 3 priced
Indiana	1974, 4-23-7-23.4 to 23.6	unspecified	State Library	quarterly, annual cum.	50 copies, & 25 addtl upon request
Iowa	Ch. 1245, Acts of 1986	unspecified	Depository Library Center	list with cumulative index distrib quarterly	75 copies, or less if specified by the depository librarian, minimum of 6
Kansas	Sec. 75-1023;75-2565 to 2568 75-3048 to 3048c	division of printing, state agency unsp.	Secretary of State Historical Society, State Library	at least annually	up to 30 per hist. society request, 35 to state lib.
Kentucky	Sec. 171.410, 171.450, 171.500	unspecified	Dept of Library and Archives	unstated	3 copies each
Louisiana	Sec. 25:121-124, 36:209(1)	unspecified	State Library under direction of Dept Culture, Rec., & Tourism	agencies list semiannualy	enough for 2 copies to each depository
Maine	tit.1, Sec. 501, 501-A	unspecified	State Librarian	unstated	at least 55-annual/biennial reports; 18-all other pub.
Maryland	art. 23A, Sec. 9A, art.25, Sec. 32A art. 40, Sec. 51,53	no central distrib. system			

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State	Law	Agency Contact	Depository Coordinator	Checklist	Number of Copies
Mass.	Admin. Bulletin 76-5	unspecified	State Library	unstated	8 copies
Michigan	Sec. 397.55, 397.56, 397.59, Sec. 24.20 (1967)	unspecified	State Library	quarterly annual cum.	min. 75 copies
Minn.	Sec. 3.195, 3.302, 15.18 (1977)	unspecified	Leg. Library	monthly	10 copies-leg. lib. 2+exchange-state lib.
Miss.	Sec. 25-51-1 to 7	unspecified	Library Commission	semiannual	sufficient copies & 2 copies/depository
Missouri	Sec. 181.100-181.140	unspecified	State Library	monthly	sufficient copies
Montana	Sec. 22-1-211 to 22-1-218, 1979	unspecified	State Publications Library Distrib. Center	regularly	at least 4 copies, addtl copies as per agreements w/library
Nebraska	Sec. 51-411 to 51-418 (1978)	head or appointed records officer	Publications Clearing-house, division of Library Commission	regularly	4 copies
Nevada	Sec. 378.150 to 210 (1979)	unspecified agency, printing & records div.	Publications Distrib. Center	periodically	specified number from agencies; 50 from printing & records
NH	Sec. 202-B:1 to 5 (1977)	unspecified	State Librarian	unstated	25 copies
N. Jersey	Sec. 52:14-25.1 to 25.2 (1970)	unspecified	State Library	unstated	75 copies
N. Mexico	Sec. 18-2-4, 18-2-4.1, 18-2-7.1 (1979)	unspecified	State Library	unstated	25 unless told otherwise
N. Carol.	Sec. 147-50 to 147-50.1 (1979)	unspecified	Division of State Libraries	print, but frequency unspecified	5 copies
N. Dakota	Sec. 54-24-09 (1979)	state purchasing & printing agent	State Library	unstated	8 copies, 2 min. if money is short

State	Law	Agency Contact	Depository Coordinator	Checklist	Number of Copi
Ohio	Section 149.11, Section 103.13 Legislative Services	unspecified	State Library		100 copies
Oklahoma	tit. 65, Sec. 3-113.1 to 115, tit. 74 Sec. 3104, 3106.1	records officer	Publications Clearing-house of Dept. of Libraries	frequency unspecified	minimum of 25 & 1 copy of AV mat.
Oregon	Sec. 171.215, 182.070, 357.005 (j), 357.015 (6) (1979)	State Printer or person responsible for distribution	State Librarian	unstated	45 copies
Penn.	Act # 150 - 1971	unspecified	Dept of Public Instruction		at least 50, no more than 250
R.I.	Sec. 29-1-7; 29-1-8 (1968)	state officer & director	State Librarian	unstated	sufficient number upon requisition
S. Carol.	trying to pass a bill since 1972				
S. Dakota	Sec. 14-1A-1 to 14-1A-8 (1975 & 1979)	unspecified	State Pub. Library Distrib. Center	regularly	at least 14 copies, at least 2 copies-AV
Tenn.	Sec. 12-6-107 to 12-6-112 (1980)	every state officer	Secretary of State	unstated	at least 2/depository
Texas	art. 5442a (1980)	unspecified	Library & Historical Commission, State Lib.	periodically	to be specified, no more than 75 copies
Utah	Utah Code 37-5-1 to 37-5-8	unspecified	State Library	monthly	at least 2 copies AV, too, lib. to specify
Vermont	tit. 22, Sec. 603, 605 (1978)	unspecified - state librarian is supposed to make documents magically appear			
Virginia	sec. 2.1-467.1 to 467.2, 467.7 to 467.8 (1979)	unspecified	State Librarian	annually	2 copies, lib. may require up to 100
Washing.	Sec. 40.06.010-.900 (1972, 1980-81)	unspecified	State Library Pub. Distrib Center	regularly	as many as needed for depository system

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State	Law	Agency Contact	Depository Coordinator	Checklist	Number of Copies
W. Va.	undeveloped depository program				
Wisconsin	Sec.35.85(2)(b),(6),(7); 43.05(5)	Dept of Admin	Historical Society	periodically	3 copies
Wyoming	Sec. 9-1-109 to 9-1-110 (1977) and 44.06 (1980)	unspecified	State Library	unstated	4 copies

Primary Source for this information: Margaret T. Lane's reference handbook entitled, State Publications and Depository Libraries.

APPENDIX C

81 LETTERS SENT TO AGENCIES
86% RESPONSE RATE

Total N = 70	Know law (subsection 3)				Confused	Disagreed w/# to be sent	# of reports sent					
	Y	N	NA	Ex			200	200 annual repts. only	200 annual repts. & some of others	Some	None	NA
Number	7	19	32	12	11	21	6	9	1	22	18	14
%	10	27	46	17`	16	30	9	13	1	31	26	20

Total N = 70	Knew law (subsect 3a) on EIPs				Produce EIPs			For those who said yes, release limitations based on need or cost	Do or will notify library		
	Y	N	NA	Ex	Y	N	NA		Y	N	NA
Number	0	16	49	5	22	21	27	8	19	6	45
%		23	70	7	31	30	39		27	9	64
								36% of the 22 agencies that produce EIPs			

KEY TO CHART:

Y = Yes
N = No
NA = No Answer
EX = Exempt
Repts = Reports
EIPs = Electronic Information Programs
Total = 70 out of 81 agencies responded

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NEW YORK STATE ASSEMBLY
MEMORANDUM IN SUPPORT OF LEGISLATION
submitted in accordance with Assembly Rule III, Section 1(e)

Bill Number: Assembly: 9083B, Brodsky Senate: 6975B, Farley

Memo on Original Draft of Bill: Amended bill: X

Sponsors: Members of Assembly: R.Brodsky, Jenkins, Pillittere, et. al
Senate: H. Farley

Introduction at the request of:

TITLE: AN ACT to amend the New York state printing and public documents law, the legislative law and the education law, in relation to the distribution of public documents and establishing the New York State document depository system and to repeal certain provisions of the New York state printing and public documents law relating thereto.

LAWS AFFECTED: State Printing and Public Documents Law, Legislative Law, and Education Law.

SUMMARY OF PROVISIONS: The primary purpose of this legislation is to clarify, update and strengthen the Printing and Public Documents, Legislative and Education law provisions pertaining to the distribution of government documents.

Specifically, the Printing and Public Documents law is amended by creating a new Article 3,

-- Section 10, reflecting legislative intent to make government documents available to the public through a library distribution system;

-- Section 11, enacting into law definitions relating to New York State public documents, corporations, core documents and state agency;

-- Section 12, establishing the New York State document depository system in statute; designating the gifts and exchange division of the state library as the center of the document depository system; and requiring the state library to develop a list, in consultation with state agencies, of no more than 25 core documents for inclusion in libraries' collections;

-- Section 13, requiring state agencies to: 1) appoint a public information officer to coordinate the distribution of documents and to notify the state library of this designee; 2) send 30 copies of public documents, as defined, and 150 copies of core documents to the state library; 3) include a listing of all public documents and other specified materials issued and the terms of distribution with their annual report; and 4) provide the library, upon request, with 30 copies of documents listed in the agencies' annual report.

-- Section 14, requiring the gifts and exchange division of the state library to: 1) issue monthly and annual checklists of government publications; 2) incorporate this information in a central catalogue and 3) annually remind state agencies of the provisions of this law as it pertains to forwarding the requisite number of copies of public documents to gifts and exchange.

-- and repealing subdivisions 3 and 3a of the printing and public documents law.

Specifically, the Legislative Law is amended by:

-- Defining within §47 the public documents required to be sent by the legislature and its standing committees to the State and Legislative library. The number of copies of state documents, bills and journals to be submitted to the state and legislative library are 30 for public documents; 30 for journals; 1 for bills to the state library and 3 for bills to the legislative library. These copies reflect the numbers presently desired by the library.

-- Adding a new Section 22-C, requiring reports of the legislature which summarize committee activities to include a listing of all public documents and other specified materials issued during the period covered by such report and to provide the terms of distribution for such documents.

The Education law is amended by:

-- Adding to § 250 of Article 6, authorities, divisions, offices and public benefit corporations to those required to submit any extra copies of their publications to the State Library. It clarifies that any revenue raised by the sale of such documents by the Library shall be used for the expense of the state library's duplicate department or depository.

PURPOSE: To reestablish a dependable, effective state document filing system where all parties involved will send required documents to the library in a timely manner and in amounts that are practical and reasonable. Through this, citizens of New York State will have greater access to New York State government publications.

JUSTIFICATION: During the past year, the Assembly Oversight, Analysis and Investigation Committee has been involved in a project which sought first, to assess agency compliance with the Printing and Public Document Law requirement that state agencies file with the state library public documents. Surveys of agencies' practices were conducted, meetings with library officials occurred and laws governing this subject were examined. This process revealed a general lack of awareness by many state agencies of their responsibilities under the law and that the law was either unclear or outdated in a number of respects. The end result is that the State Education Department library has not been receiving important government documents intended for availability to the public. This legislation was developed as a direct result of this oversight project.

New York State law has historically expressed its concern that government documents be preserved and made available to the public as another means to inform the public of governmental activities. Recognition of the role of the New York State Library in providing this information can be traced back to Chapter 8 of the Laws of 1825. Present law regarding the filing of government documents with the state library needs clarification. Pursuant to existing statutes, the state library should be receiving 305 copies of every government document. Under the library's current distribution system, they do not need all of these copies. In fact, the Assembly Committee's year long review discovered that the state library rarely received more than one copy, if that many.

There is a clear need to reflect in statute current depository needs that will more effectively serve the needs of the citizens of New York. The term public document must be defined so that agencies can have a clear guideline in determining which documents are subject to the law's requirements. The number of copies to be forwarded to the state library must be reduced to reflect the modernization of the state depository system.

By requiring state agencies to list all their publications each year in their annual reports, the library will have another means to verify that they're getting needed reports. The public, too, can learn by viewing one agency document, the other documents available from that agency, along with the terms of distribution. This provision further provides an easily accessible resource for researchers seeking additional information from state agencies regarding a particular subject. In fact, the 1965 Interdepartmental Management Improvement Council issued guidelines to agencies for use in compiling annual reports. It urged agencies to include information on publications in their annual report. A 1969 Comptroller's Audit on Publications Printed by State Departments, Agencies and Authorities recommended compliance with these guidelines.

The requirement that agencies designate a staff person to be responsible for ensuring that their agency sends the state library public documents, once issued and that the library annually advise agencies of the depository requirements, should further improve inter-agency communications and in turn, lead to greater compliance with the law.

Public awareness of legislative activities will be enhanced through the new requirement that certain reports from legislative committees also include a listing of all public documents issued by the committees. Improved compliance of report filing with the State and Legislative libraries will also be achieved by defining the public documents that must be sent to the state and legislative library and by more accurately reflecting the number of copies needed of bills, journals and public documents.

LEGISLATIVE HISTORY: This is a new bill.

FISCAL IMPLICATIONS: The law should save agencies money by drastically reducing the number of copies of public documents to be forwarded to the state library. Additionally, with greater public awareness of documents prepared by agencies, due to the listing of all their documents in their annual reports, along with the terms for distribution, agencies may realize additional revenues through increased requests for copies for which a fee is charged.

STATE OF NEW YORK

9083--B
IN ASSEMBLY
(PREFILED)
January 8, 1992

Introduced by M. of A. BRODSKY, JENKINS, PILLITTERE -- Multi-Sponsored by -- M. of A. LUSTER, GROMACK -- read once and referred to the Committee on Governmental Operations -- committee discharged, bill amended, ordered reprinted as amended and recommitted to said committee -- again reported from said committee with amendments, ordered reprinted as amended and recommitted to said committee

AN ACT to amend the New York state printing and public documents law, the legislative law and the education law, in relation to the distribution of public documents and establishing the New York state document depository system and to repeal certain provisions of the New York state printing and public documents law relating thereto

THE PEOPLE OF THE STATE OF NEW YORK, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Article 3 of the New York state printing and public documents law is renumbered article 4 and a new article 3 is added to read as follows:

ARTICLE 3
STATE PUBLICATIONS DISTRIBUTION

SECTION 10. LEGISLATIVE DECLARATION.
11. DEFINITIONS.
12. RESPONSIBILITIES OF THE NEW YORK STATE LIBRARY.
13. RESPONSIBILITIES OF STATE AGENCIES.
14. RESPONSIBILITIES OF THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY.

S 10. LEGISLATIVE DECLARATION. THE LEGISLATURE HEREBY FINDS THAT A FREE SOCIETY IS BEST MAINTAINED WHEN GOVERNMENT IS RESPONSIVE AND RESPONSIBLE TO THE PUBLIC AND WHEN THE PUBLIC IS AWARE OF GOVERNMENTAL ACTIONS.

THIS AWARENESS CAN ONLY BE ACHIEVED WHEN THE PUBLIC HAS FREE ACCESS TO THE PUBLIC DOCUMENTS AND STATISTICS PREPARED AS PART OF GOVERNMENT BUSINESS.

THE NEW YORK STATE GOVERNMENT SHOULD GUARANTEE THE DISSEMINATION, REPRODUCTION AND REDISTRIBUTION OF PUBLIC DOCUMENTS TO INSURE EQUAL ACCESS TO ALL ITS INHABITANTS.

THE LEGISLATURE THEREFORE DECLARES THAT GOVERNMENT IS THE PUBLIC'S BUSINESS AND THAT THE PUBLIC SHOULD BE ABLE TO READILY OBTAIN DOCUMENTATION OF THE GOVERNMENT'S ACTIVITIES THROUGH THE DISTRIBUTION OF PUBLIC DOCUMENTS TO THE NEW YORK STATE LIBRARY AND ITS RESPECTIVE DEPOSITORIES IN ACCORDANCE WITH THE PROVISIONS OF THIS ARTICLE.

S 11. DEFINITIONS. AS USED IN THIS ARTICLE:

1. THE TERM "STATE AGENCY" SHALL MEAN ANY STATE OFFICE, DEPARTMENT, DIVISION, BOARD, BUREAU, COMMISSION, CORPORATION, PROVIDED, HOWEVER, IT SHALL NOT INCLUDE THE NEW YORK STATE LEGISLATURE AND ALL ITS STANDING,

SPECIAL, SELECT AND JOINT COMMITTEES, SUBCOMMITTEES, TASK FORCES AND COMMISSIONS.

2. THE TERM "CORPORATION" SHALL MEAN EVERY PUBLIC AUTHORITY AND PUBLIC BENEFIT CORPORATION A MAJORITY OF THE GOVERNING BOARD MEMBERS OF WHICH ARE EITHER APPOINTED BY THE GOVERNOR OR SERVE AS MEMBERS BY VIRTUE OF THEIR SERVICE AS AN OFFICER OF A STATE DEPARTMENT, DIVISION, AGENCY, BOARD OR BUREAU, OR COMBINATION THEREOF.

3. THE TERM "PUBLIC DOCUMENT" SHALL MEAN ANY FINAL ANNUAL, BIENNIAL, REGULAR, STATUTORILY MANDATED OR OTHER REPORT, STUDY OR MULTI-YEAR PLAN ISSUED BY A STATE AGENCY IN MULTIPLE COPIES, WHICH HAS BEEN DISTRIBUTED TO THE PUBLIC, EXCEPT ITEMS ISSUED STRICTLY FOR ADMINISTRATIVE OR OPERATIONAL PURPOSES, INTER-AGENCY AND INTRA-AGENCY MEMORANDA, DRAFTS OF REPORTS, PUBLIC SERVICE ANNOUNCEMENTS, WRITTEN OPINIONS RENDERED IN CASES DETERMINED IN THE COURT OF APPEALS, APPELLATE DIVISIONS OF THE SUPREME COURT OR ANY OTHER COURT OF RECORD AND ANY PUBLIC DOCUMENTS OR PORTIONS THEREOF THAT ARE COMPILED FOR LAW ENFORCEMENT PURPOSES AND WHICH, IF DISCLOSED, WOULD INTERFERE WITH LAW ENFORCEMENT INVESTIGATIONS OR JUDICIAL PROCEEDINGS, DEPRIVE A PERSON OF THE RIGHT TO A FAIR TRIAL OR IMPARTIAL ADJUDICATION, IDENTIFY A CONFIDENTIAL SOURCE OR DISCLOSE CONFIDENTIAL INFORMATION RELATING TO A CRIMINAL INVESTIGATION OR REVEAL CRIMINAL INVESTIGATIVE TECHNIQUES OR PROCEDURES, OTHER THAN ROUTINE TECHNIQUES AND PROCEDURES. UNDER NO CIRCUMSTANCES SHALL A DOCUMENT THAT IS REQUIRED BY LAW TO REMAIN CONFIDENTIAL BE DEEMED A PUBLIC DOCUMENT.

4. THE TERM "CORE DOCUMENTS" SHALL MEAN THOSE PUBLIC DOCUMENTS FOR WHICH LIBRARY USERS HAVE THE MOST SIGNIFICANT AND FREQUENT NEED.

S 12. RESPONSIBILITIES OF THE NEW YORK STATE LIBRARY. 1. IT SHALL BE THE RESPONSIBILITY OF THE STATE LIBRARY TO SERVE AS THE CENTRAL REPOSITORY FOR THE DISTRIBUTION OF ALL PUBLIC DOCUMENTS. IN ACCORDANCE WITH THIS RESPONSIBILITY THE STATE LIBRARY SHALL ESTABLISH A PUBLIC DOCUMENTS DISTRIBUTION SYSTEM CONSISTING OF DEPOSITORY LIBRARIES THROUGHOUT NEW YORK STATE WHICH SHALL BE KNOWN AS THE "NEW YORK STATE DOCUMENT DEPOSITORY SYSTEM" AND SHALL BE RESPONSIBLE FOR THE MAINTENANCE AND DISTRIBUTION OF DOCUMENTS WITHIN THIS DEPOSITORY SYSTEM.

2. THE STATE LIBRARY, IN CONSULTATION WITH STATE AGENCIES, SHALL DEVELOP A LIST SPECIFYING WHICH PUBLIC DOCUMENTS ARE CORE DOCUMENTS. THE TOTAL NUMBER OF CORE DOCUMENTS SHALL NOT EXCEED TWENTY-FIVE. THE LIST OF CORE DOCUMENTS SHALL FORM THE BASIS OF THE NEW YORK STATE DOCUMENTS REFERENCE CENTER, DOCUMENTS DEPOSITORY AND DOCUMENTS RESEARCH LIBRARY COLLECTIONS.

3. THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY IS DESIGNATED AS THE CENTER FOR THE COLLECTION OF PUBLIC DOCUMENTS FOR DISTRIBUTION THROUGHOUT THE DEPOSITORY SYSTEM.

S 13. RESPONSIBILITIES OF STATE AGENCIES. 1. EVERY STATE AGENCY SHALL:

(A) DESIGNATE A PUBLIC INFORMATION OFFICER WITH KNOWLEDGE OF THE AGENCY'S ORGANIZATIONAL STRUCTURE WHO WILL SERVE AS THE LIAISON BETWEEN THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY AND THE AGENCY

REGARDING THE DISTRIBUTION OF PUBLIC DOCUMENTS. IT SHALL BE THE RESPONSIBILITY OF SUCH OFFICER:

(I) TO FORWARD THIRTY COPIES, UPON COMPLETION, OF EACH PUBLIC DOCUMENT ISSUED TO THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY; AND

(II) WITH REGARD TO THE PRODUCTION OF THOSE PUBLIC DOCUMENTS INCLUDED IN THE STATE LIBRARY'S LIST OF CORE DOCUMENTS, TO FORWARD A TOTAL OF ONE HUNDRED FIFTY COPIES, ONCE ISSUED, TO THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY; AND

(III) TO FORWARD THE REQUISITE NUMBER OF COPIES OF PUBLIC DOCUMENTS TO THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY FREE OF CHARGE, EVEN IF COPIES OF THESE DOCUMENTS MUST BE PURCHASED BY THE GENERAL PUBLIC.

(B) SUBMIT WRITTEN NOTIFICATION TO THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY OF THE IDENTITY OF THE DESIGNATED PUBLIC INFORMATION OFFICER.

2. (A) EACH STATE AGENCY SHALL INCORPORATE WITHIN ITS ANNUAL REPORT A LISTING OF ALL PUBLIC DOCUMENTS AND ANY JOURNAL, BOOKLET, BROCHURE, CONSUMER GUIDE, NEWSLETTER, OFFICIAL STATEMENT MADE IN CONNECTION WITH THE ISSUANCE OF A DEBT OBLIGATION, CODE, REGULATION, PAMPHLET, BOOK, LEAFLET, MAP, DIRECTORY, PERIODICAL, SERIAL, MAGAZINE, TRAINING MANUAL, YEARBOOK, COMPENDIUM, FILM, VIDEO CASSETTE OR OTHER ELECTRONIC INFORMATION PROGRAM THAT THE AGENCY HAS ISSUED IN MULTIPLE COPIES AND DISTRIBUTED TO THE PUBLIC DURING THE PRECEDING YEAR. FOR EACH DOCUMENT THE TITLE, AUTHOR AND TERMS OF DISTRIBUTION SHALL BE INCLUDED IN THE LISTING. A STATE AGENCY MAY OMIT FROM SUCH LISTING ANY DOCUMENTS OR PORTIONS THEREOF THAT ARE COMPILED FOR LAW ENFORCEMENT PURPOSES AND WHICH, IF DISCLOSED, WOULD INTERFERE WITH LAW ENFORCEMENT INVESTIGATIONS OR JUDICIAL PROCEEDINGS, DEPRIVE A PERSON OF A RIGHT TO A FAIR TRIAL OR IMPARTIAL ADJUDICATION, IDENTIFY A CONFIDENTIAL SOURCE OR DISCLOSE CONFIDENTIAL INFORMATION RELATING TO A CRIMINAL INVESTIGATION OR REVEAL CRIMINAL INVESTIGATIVE TECHNIQUES OR PROCEDURES, EXCEPT ROUTINE TECHNIQUES AND PROCEDURES.

(B) UPON WRITTEN REQUEST, THE STATE LIBRARY SHALL BE ENTITLED TO THIRTY COPIES OF ANY DOCUMENT LISTED WITHIN AN AGENCY'S ANNUAL REPORT PURSUANT TO THE PROVISIONS OF PARAGRAPH (A) OF THIS SUBDIVISION.

S 14. RESPONSIBILITIES OF THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY. THE GIFTS AND EXCHANGE DIVISION OF THE STATE LIBRARY SHALL BE RESPONSIBLE FOR:

1. LISTING THE PUBLIC DOCUMENTS RECEIVED FROM STATE AGENCIES IN A MONTHLY AND ANNUAL CHECKLIST OF GOVERNMENT PUBLICATIONS; AND

2. INCORPORATING THE LISTING OF ALL PUBLIC DOCUMENTS INTO A CENTRAL CATALOGUE; AND

3. ISSUING AN ANNUAL REMINDER TO THE PUBLIC INFORMATION OFFICER OF EACH STATE AGENCY REGARDING THEIR RESPONSIBILITIES PURSUANT TO THE PROVISIONS OF SUBDIVISION TWO AND THIS SUBDIVISION.

S 2. Subdivisions 3 and 3-a of section 6 of the New York state printing and public documents law are REPEALED.

S 3. Section 47 of the legislative law, as amended by chapter 20 of the laws of 1949, the opening paragraph as amended by chapter 230 of the

laws of 1949 and subdivision 2 as amended by chapter 316 of the laws of 1955, is amended to read as follows:

S 47. Officers and institutions entitled to receive {bound} volumes of journals, bills and documents. As soon as the journals, bills and PUBLIC documents OF THE NEW YORK STATE LEGISLATURE OR ANY OF ITS STANDING, SPECIAL, SELECT OR JOINT COMMITTEES, SUBCOMMITTEES, TASK FORCES OR COMMISSIONS are {bound} ISSUED, the secretary of the senate and the clerk of the assembly respectively shall distribute them as follows:

1. To the legislative library, five copies of the journals and PUBLIC documents, and {five} THREE copies of the bills;

2. To the New York state library, for {incorporated colleges and universities in this state, for each state and territory, and for literary and scientific exchanges to be made by the New York state library, two hundred} ITS DEPOSITORIES, THE UNITED STATES LIBRARY OF CONGRESS AND GENERAL EXCHANGE, THIRTY copies of the journals, {one hundred} THIRTY copies of the PUBLIC documents, and {five copies} ONE COPY of the bills;

3. To the executive chamber, one copy of the bills;

4. To the office of the secretary of state, one copy of the bills;

5. To the office of the attorney-general, one copy of the journals, PUBLIC documents and bills.

6. A. THE TERM "PUBLIC DOCUMENT" AS USED IN THIS SECTION SHALL MEAN ANY FINAL PUBLICATION ISSUED BY THE LEGISLATURE OR A STANDING, SPECIAL, SELECT OR JOINT COMMITTEE, SUBCOMMITTEE, TASK FORCE OR COMMISSION IN MULTIPLE COPIES, WHICH HAS BEEN DISTRIBUTED TO THE PUBLIC, EXCEPT ITEMS ISSUED STRICTLY FOR ADMINISTRATIVE OR OPERATIONAL PURPOSES, INTER-AGENCY AND INTRA-AGENCY MEMORANDA, DRAFTS OF REPORTS AND ANY PUBLIC DOCUMENTS OR PORTIONS THEREOF THAT ARE COMPILED FOR LAW ENFORCEMENT OR LEGISLATIVE INVESTIGATIVE PURPOSES AND WHICH, IF DISCLOSED, WOULD INTERFERE WITH LEGISLATIVE INVESTIGATIONS, LAW ENFORCEMENT INVESTIGATIONS OR JUDICIAL PROCEEDINGS, DEPRIVE A PERSON OF A RIGHT TO A FAIR TRIAL OR IMPARTIAL ADJUDICATION, IDENTIFY A CONFIDENTIAL SOURCE OR DISCLOSE CONFIDENTIAL INFORMATION RELATING TO A LEGISLATIVE OR CRIMINAL INVESTIGATION OR REVEAL LEGISLATIVE OR CRIMINAL INVESTIGATIVE TECHNIQUES OR PROCEDURES, OTHER THAN ROUTINE TECHNIQUES AND PROCEDURES. UNDER NO CIRCUMSTANCES SHALL A DOCUMENT THAT IS REQUIRED BY LAW TO REMAIN CONFIDENTIAL BE DEEMED A PUBLIC DOCUMENT.

B. THE TERM "AGENCY" AS USED IN THIS SECTION SHALL MEAN ANY STATE OFFICE, DEPARTMENT, DIVISION, BOARD, BUREAU, COMMISSION, CORPORATION AND EITHER OR BOTH HOUSES OF THE LEGISLATURE.

C. THE TERM "CORPORATION" MEANS EVERY PUBLIC AUTHORITY AND PUBLIC BENEFIT CORPORATION A MAJORITY OF THE GOVERNING BOARD MEMBERS OF WHICH ARE EITHER APPOINTED BY THE GOVERNOR OR SERVE AS MEMBERS BY VIRTUE OF THEIR SERVICE AS AN OFFICER OF A STATE DEPARTMENT, DIVISION, AGENCY, BOARD OR BUREAU, OR COMBINATION THEREOF.

S 4. The legislative law is amended by adding a new section 22-c to read as follows:

S 22-C. LEGISLATIVE REPORTS. EACH STANDING, SPECIAL, SELECT OR JOINT COMMITTEE, SUBCOMMITTEE, TASK FORCE OR COMMISSION SHALL INCORPORATE WITHIN ITS REPORT SUMMARIZING ITS COMMITTEE ACTIVITIES A LISTING OF ALL PUBLIC DOCUMENTS AND ANY JOURNAL, BOOKLET, BROCHURE, CONSUMER GUIDE, PAMPHLET, DIRECTORY, FILM, VIDEO CASSETTE OR OTHER ELECTRONIC INFORMA-

TION PROGRAM THAT SUCH COMMITTEE, TASK FORCE OR COMMISSION HAS ISSUED IN MULTIPLE COPIES AND DISTRIBUTED TO THE PUBLIC DURING THE PERIOD COVERED BY SUCH REPORT. FOR EACH DOCUMENT THE TITLE, AUTHOR AND TERMS OF DISTRIBUTION SHALL BE INCLUDED IN THE LISTING. A COMMITTEE MAY OMIT FROM

SUCH LISTING ANY DOCUMENTS OR PORTIONS THEREOF THAT ARE COMPILED FOR LAW ENFORCEMENT OR LEGISLATIVE INVESTIGATIVE PURPOSES AND WHICH, IF DISCLOSED, WOULD INTERFERE WITH LEGISLATIVE INVESTIGATIONS, LAW ENFORCEMENT INVESTIGATIONS, OR JUDICIAL PROCEEDINGS, DEPRIVE A PERSON OF A RIGHT TO A FAIR TRIAL OR IMPARTIAL ADJUDICATION, IDENTIFY A CONFIDENTIAL SOURCE OR DISCLOSE CONFIDENTIAL INFORMATION RELATING TO A CRIMINAL INVESTIGATION OR REVEAL LEGISLATIVE OR CRIMINAL INVESTIGATIVE TECHNIQUES OR PROCEDURES, EXCEPT ROUTINE TECHNIQUES AND PROCEDURES.

S 5. The opening paragraph of section 250 of the education law is amended to read as follows:

The regents shall have charge of the preparation, publication and distribution, whether by sale, exchange or gift, of the colonial history, natural history and all other state publications not otherwise assigned by law. To guard against waste or destruction of state publications, and to provide for the completion of sets to be permanently preserved in American and foreign libraries, the regents shall maintain a duplicate department to which each state department, bureau, board {or}, commission, AUTHORITY, DIVISION, OFFICE OR PUBLIC BENEFIT CORPORATION shall send {not less than five copies of each of its publications when issued, and} after completing its distribution, any remaining copies which it no longer requires. The above, with any other publications not needed in the state library, shall be the duplicate department, and rules for sale, exchange or distribution from it shall be fixed by the regents, who shall use all receipts from such exchanges or sales for THE expenses OF and for increasing the DUPLICATE DEPARTMENT OR DEPOSITORY OF THE state library.

S 6. This act shall take effect on the thirtieth day after it shall have become a law.